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ABSTRACT

This core training course manual is intended to introduce and explain California's Standards and Training for Corrections Program to local training providers and departments. It is divided into eight sections. The first section presents the major assumptions that guided the development of the training course. Section 2 describes the job of probation officer in terms of its overall mission, role and function in the California Criminal Justice System, major tasks and responsibilities, and knowledge and skill requirements. An overview of the core training course (including a course outline and master schedule) is presented next. Section 4 consists of daily course schedules. Each includes an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The fifth section contains course performance objectives and design specifications, and the sixth section includes an index identifying the performance objectives to be included in each job knowledge, written skills, and behavior skills test in the course. Section 7 indexes performance objectives by core task. The final section lists all of the probation officer core tasks covered. (MN)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC



BOARD OF CORRECTIONS

CORE TRAINING COURSE MANUAL

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PROBATION OFFICER

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APPENDIX C-2

PROBATION OFFICER CORE TRAINING COURSE MANUAL

STANDARDS PROJECT: TRAINING PHASE

State of California, Board of Corrections
Standards and Training for Corrections Program

1987

PROBATION OFFICER CORE TRAINING COURSE MANUAL

Table of Contents

Section	Page
Introduction.....	1
1. Assumptions Guiding Development of the Core Training Course	3
2. Description of the Probation Officer Job.....	5
3. Core Training Course Outline and Unit Schedule.....	8
4. Daily Schedule.....	12
5. Performance Objectives and Design Specifications.....	17
6. Job Knowledge Test by Performance Objective Index.....	101
7. Performance Objectives by Task Index.....	105
8. List of Core Tasks for Probation Officers.....	117
9. Skill Map/Core Task Linkages.....	127

Introduction

The primary purpose of this core training course manual is to introduce and explain the STC training course to local training providers and departments. These specific guidelines are for the development and evaluation of courses proposed for STC certification, therefore it is important that training providers understand the following: (a) the assumptions which guided the development of the course, (b) the process by which they were developed, and (c) how to use the specifications in the course to prepare course lectures, materials, tests, etc.

The manual is divided into eight sections. In Section 1, the major assumptions which guided the development of the training course are presented. Because of the significant impact of these assumptions, it is essential that they be carefully considered. Without this understanding, the course will likely raise more questions than it answers.

In Section 2, the Probation Officer's (PO's) job is described in terms of its: (a) overall mission; (b) role and function in the California Criminal Justice System; (c) major tasks and responsibilities; and (d) knowledge and skill requirements. The most fundamental assumption underlying the development of the course was that it must be job-related. However, since the PO's job varies somewhat from one county to another, one might reasonably ask: "To what job is the course related?" Section 2 answers this question.

Section 3 presents an overview of the PO Core Training Course. This overview includes an outline of the course content and a master schedule showing the time to be spent on each major topic (or unit) and the sequencing of these topics.

In Section 4, daily course schedules are presented. These schedules include an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The daily schedules provide the basic structure within which specific lessons and instructional activities can be developed.

Section 5 presents the performance objectives for the course. In a very real sense, these objectives are the heart and soul of the course. They are the fundamental building blocks for further course development, the means by which course purposes are communicated, the goals toward which trainees will strive, and the basis for developing methods to evaluate instructional effectiveness. To provide further guidance for course development efforts, recommended instructional methods, instructional time estimates, and testing specifications are presented for each objective.

In Section 6, the Test by Performance Objective Index is presented. This index identifies the performance objectives which are to be included in each job knowledge, written skills, and behavior skills test in the course. It also provides estimates of the number of items to be included in job knowledge tests and the testing time required for written and behavior skills tests. Together with the performance objectives and design specifications in Section 5, this index provides a framework for test development activities.

Section 7 presents Performance Objectives by Core Task Index. This index documents the relationship of each performance objective to one or more important PO core tasks. A core task is one that is important and commonly performed by POs statewide.

In Section 8, the full list of PO core tasks is presented. This listing of the tasks is necessary because Section 7 provides only a number for each performance objective. The core task list will allow the reader to examine in detail the relationship between performance objectives and core tasks.

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1. ASSUMPTIONS GUIDING DEVELOPMENT OF THE CORE TRAINING COURSE

Training design projects involve a series of decisions, many of which are critical to producing an effective instructional program. For example, the designer must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. In this section of the manual, the assumptions which guided the development of the training standards for the PO Basic Training Course are presented. They provide an essential framework for understanding the rationale behind the form and content of the training course.

Assumption #1: Content of the training course should be job-related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the PO's job. To the extent that knowledges and skills are not essential to job performance, they should not be included in the training course. The job description which guided the development of the PO Core Training Course is presented in Section 2 of this manual.

Assumption #2: The training course should specify the training needed by "entry-level" PO's who have no prior training or experience in probation or corrections.

This assumption identifies "entry-level" PO's as the target audience for the Core Training Course. The training needs of experienced POs are not covered by this course. Although some entry-level POs may have some background in corrections (e.g., former Juvenile Counselors), the assumption of no prior training or experience ensures that the Core Training Course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only those knowledges and skills which are essential for the newly hired PO to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

It is very important to recognize that the Core Training Course cannot and should not be expected to produce an experienced PO capable of handling every job assignment. At best, formal training can only simulate job demands and conditions. It cannot replace actual experience on the job. However, the Core Training Course can provide the trainee with the basic concepts, tools, skills, etc. necessary to make sense of the job and accelerate the learning process.

Assumption #4: Trainees will complete the entire Core Training Course prior to their first actual work assignment.

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in corrections (Assumption #2), the Core Training Course must be completed before trainees begin to accumulate experience on the job. This assumption should also help minimize the differences in background and experience among trainees in a given course. Most training providers will readily acknowledge the problem of dealing with classes composed of trainees with widely varying levels of knowledge and skills. Following from Assumption #3, trainees should complete the Core Training Course prior to their first work assignment because this will allow them to most efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

Assumption #5: The Core Training Course should be administratively feasible and efficient.

Every training course must operate within certain administrative constraints (e.g., time, budget, personnel). The Core Training Course was designed with the following constraints in mind:

. Daily Schedule:

To the extent possible, the daily course schedules were constructed to be compatible with an eight-hour training day.

. Testing Periods:

Testing has been scheduled in time blocks at the beginning or at the end of a training day where possible. This provides for the possibility of using a test proctor to monitor testing, rather than the instructor, thus potentially reducing overall training costs.

. Instructional and Testing Methods:

It was assumed that classroom training is the preferred training delivery method. Where feasible from an instructional perspective, lecture, class discussion, demonstration, and role playing were recommended over methods requiring hardware or software (e.g., videotape) that may not be readily available in some counties. Computerized instruction was not recommended.

The multiple choice test format was the preferred testing methodology for measuring knowledge-based performance objectives because of its proven value in measuring many different types of learning and its low cost.

2. DESCRIPTION OF THE PROBATION OFFICER JOB

Assumption #1 in the previous section of this manual holds that the training course should be job-related. However, the PO job can differ considerably from one county to another. To what job, then, is the training course related? The answer is that the course is related to the "core" PO job, i.e., those activities or tasks which are performed by POs all over the state, regardless of the location, size, budget, etc. of the county. Our description of this "core" job comes from two basic sources. First, the overall mission of the PO job and its place in the California Justice System are established in state law. The second source of data about the "core" PO job comes from a statewide job analysis sponsored by the Standards and Training for Corrections (STC) program. Drawing upon each of these sources, this section of the manual will describe the "core" PO job in terms of its: (a) overall mission, (b) role and function in the California Justice System, (c) major tasks and responsibilities, and (d) knowledge and skill requirements.

Mission of the Probation Officer

The Probation Officer, under the direction of the Chief/County Probation Officer, provides for the protection of the community and its citizens by providing probation studies and recommendations, enforcing orders of the court, and securing supervision and treatment for clients who are under the jurisdiction of the courts and/or county probation departments.

Role and Function of the Probation Officer

The Probation Officer, as the agent of the Chief/County Probation Officer, fulfills a variety of responsibilities. These include:

Social Diagnostician - Prepares Probation social studies and reports that identify and evaluate factors causing criminal or delinquent behavior and develops and recommends programs to eliminate or correct these factors.

Agent of Change - Acting as a broker of services, serves and involves the client with supportive agencies or persons to bring about change in the client's behavior.

Peace Officer - As an officer of the courts, exercises those peace officer powers over clients which may be necessary for the protection of the community and resocialization of the client.

Major Tasks and Responsibilities

The major tasks and responsibilities of the PO job in the State of California have been defined in the job analysis phase of the Standards Project sponsored by STC. For the purposes of this manual, only the highlights of that study will be presented. The reader is referred to the job analysis technical report¹ for a much more detailed presentation of the study's methodology and results.

The primary data gathering instrument in the statewide job analysis was a structured task questionnaire completed by PO supervisors and incumbents. Respondents were asked to rate the frequency and importance of 245 tasks. These ratings were used to identify "core" tasks, i.e., those which are commonly performed by POs across the state and which are perceived to be essential to the job. As a result, 130 of the 245 tasks were identified as constituting the "core" PO job.

While each of these tasks cannot be presented here, the following task categories summarize the content of the core job. These include processing juveniles taken into custody (dependents, status offenders, and delinquents); conducting juvenile intake; conducting adult or juvenile investigations (including violation of probation); making recommendations for the disposition of new cases or violation of probation; establishing supervisory relationships with new probationers (adult or juvenile); setting up collection of restitution, fines, or other payments; monitoring compliance of adults/juveniles with the terms of probation (or wardship/dependency); making referrals to providers of medical, mental health, social, educational, employment, and other services; informing, assisting, advising, and counseling the probationer, his/her family, or others involved in the case; fulfilling court-related duties; providing community service; establishing and maintaining relationships with referral and placement resources; and performing miscellaneous duties (e.g., transporting individuals, consulting or sharing information with coworkers).

From a training perspective, the statewide job analysis provides a general picture of the knowledge and skill requirements (i.e., training needs) of Probation Officers. It does not, however, tell us how these knowledges and skills are related to the core tasks. The nature of this linkage is critical to designing training which is focused on job performance rather than general subject matter. To obtain more specific information, a three-day task analysis workshop was held. Participants were experienced Probation Officers or supervisors from counties around the state.

The primary product of this workshop was a detailed listing of the knowledge and skill requirements for each core job task. These knowledges and skills then provided the basis for writing the instructional objectives which are presented in Section 5 of this manual.

1 Grabow, K. M., Sevy, B. A., and Houston, J. S. (1983). Statewide job analysis of three entry-level corrections positions for the California Board of Corrections Standards and Training for Corrections Program. Minneapolis, MN: Personnel Decisions, Inc.

Because of the volume of detailed information generated by this process, the results have been summarized in terms of the major categories of knowledges and skills identified. For the actual results, the reader is referred to the Development or Training Standards. The Standards Project: Training Phase Technical Report².

The knowledge requirements identified as necessary for a Probation Officer include:

- . knowledge of the roles and responsibilities of the Probation Officer
- . the Adult and Juvenile Justice System in California
- . Codes, other Statutes, and Judicial Council Rules
- . statutes and case law related to confidentiality and release of information
- . indicators of psychological, physical/medical, substance abuse, gang-related, and child/elder abuse problems
- . restitution, fines, and other payments
- . dispositional alternatives in adult and juvenile cases
- . sources of information on probationer performance
- . court orders
- . communications with other agencies
- . crisis intervention techniques
- . transport procedures
- . case management techniques
- . public relations issues

The skills identified as necessary for a Probation Officer include:

- . investigation using written records
- . investigation using interviews
- . making detention/disposition decisions on juveniles
- . making referrals
- . writing court reports
- . appearing in court
- . orienting the new probationer
- . conducting assessment interviews
- . establishing case goals and plans
- . making personal contacts with probationers
- . identifying and responding to probation or other law violations
- . modifying case plans
- . responding to probationer questions and requests

2 McKenna, D. D., and Pottle, C. (1985). Development of Training Standards: Standards Project: Training Phase Technical Report. Minneapolis, MN: Personnel Decisions Research Institute.

3. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE

The purpose of this section is to present an overview of the PO Core Training Course. This will be done in two ways. First, an outline of the course units and modules will provide an overview of the general course content and sequence. Second, a unit schedule will be presented in a timeline showing the recommended length of each unit, the real-time sequence of the units, and the placement/timing of testing blocks within the course.

Course Outline

- UNIT 1.0 CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION
 - Module 1.1 Roles and Responsibilities of the Probation Officer
 - Module 1.2 Adult Criminal Justice System and Process
 - Module 1.3 Juvenile Justice System and Process
- UNIT 2.0 CODES, STATUTES, AND OTHER LEGAL DOCUMENTS
 - Module 2.1 Legal Foundations for Probation
 - Module 2.2 Reference Use of the Codes, Statutes, and Judicial Council Rules
 - Module 2.3 Legal Terminology
- UNIT 3.0 CONFIDENTIALITY AND RELEASE OF INFORMATION
 - Module 3.1 Codes, Statutes, and Case Law Relating to Confidentiality and Release of Information
 - Module 3.2 Application to Juvenile and Adult Cases
- UNIT 4.0 IDENTIFYING PROBLEMS AND PREDICTORS
 - Module 4.1 Indicators of Psychological Problems
 - Module 4.2 Indicators of Substance Abuse
 - Module 4.3 Indicators of Gang Affiliation
 - Module 4.4 Indicators of Child and/or Elder Abuse
- UNIT 5.0 LAWS OF ARREST (PC 832)
Course mandated by PC 832 and certified by P.O.S.T.
- UNIT 6.0 JUVENILE INTAKE AND PROCESSING
 - Module 6.1 Legal Foundations and Obligations
 - Module 6.2 Case Information Gathering
 - Module 6.3 Detention/Disposition Decisions
- UNIT 7.0 INVESTIGATIONS
 - Module 7.1 Case Information Gathering: Written Records
 - Module 7.2 Case Information Gathering: Interviews

- UNIT 8.0 RESTITUTION, FINES, AND OTHER PAYMENTS
 - Module 8.1 Legal Foundations and Terminology
 - Module 8.2 Determining Eligibility
- UNIT 9.0 REFERRALS
 - Module 9.1 Factors in Making Referrals
- UNIT 10.0 MAKING RECOMMENDATIONS TO THE COURT
 - Module 10.1 Court Reports and Presentations
 - Module 10.2 Dispositional Alternatives in Juvenile Cases
 - Module 10.3 Writing Reports to Juvenile Court
 - Module 10.4 Dispositional Alternatives in Adult Cases
 - Module 10.5 Writing a Court Report on an Adult Offender
- UNIT 11.0 ESTABLISHING A CASEWORK RELATIONSHIP
 - Module 11.1 Court Orders
 - Module 11.2 Preparation for the Orientation Meeting with the Probationer
 - Module 11.3 Conducting the Orientation Meeting
 - Module 11.4 Conducting the Assessment Interview with the Probationer
 - Module 11.5 Establishing Case Goals and Plans
- UNIT 12.0 MONITORING PROBATIONER PERFORMANCE
 - Module 12.1 Personal Contacts with the Probationer
 - Module 12.2 Other Sources of Information
- UNIT 13.0 RESPONDING TO PROBATIONER PERFORMANCE
 - Module 13.1 Violations of Probation or New Law Violations
 - Module 13.2 Communications with Other Agencies about the Probationer
 - Module 13.3 Modifications of Case Plan
- UNIT 14.0 PROVIDING COUNSELING AND ASSISTANCE
 - Module 14.1 Responding to Probationer Questions and Requests
 - Module 14.2 Problem Assessment
 - Module 14.3 Crisis Intervention Counseling
- UNIT 15.0 TRANSPORT
 - Module 15.1 Preparation for Transport
 - Module 15.2 Transport Procedures
- UNIT 16.0 CASE MANAGEMENT
 - Module 16.1 Priority Setting

UNIT 17.0 PUBLIC RELATIONS

Module 17.1 Importance of Good Public Relations

Module 17.2 Responding to Questions, Requests, and/or Comments from the Public

Figure 1
Unit Schedule

		WEEK/DAY																										
UNIT		WEEK 1					WEEK 2					WEEK 3					WEEK 4					WEEK 5					WEEK 6	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1.0	California Criminal Justice System Orientation																											
2.0	Codes, Statutes, and Other Legal Documents																											
3.0	Confidentiality and Release of Information																											
4.0	Identifying Problems and Predictors																											
5.0	Arrest, Search, and Seizure (PC 832)																											
6.0	Juvenile Intake and Processing																											
7.0	Investigations																											
8.0	Restitution, Fines, and Other Payments																											
9.0	Referrals																											
10.0	Making Recommendations to the Court																											
11.0	Establishing a Casework Relationship																											
12.0	Monitoring Probationer Performance																											
13.0	Responding to Probationer Performance																											
14.0	Providing Counseling and Assistance																											
15.0	Transport																											
16.0	Case Management																											
17.0	Public Relations																											

Note: For Testing Periods, see Daily Course Schedule.

4. DAILY SCHEDULE

In this section, a daily course schedule is presented. Each training day is divided into hourly units during which a module or portion of a module will be taught. The recommended instructional methods for teaching each module are also shown in the schedule. Where testing is scheduled, the schedule presents the units or modules to be tested and the test methods recommended for use with that material.

This recommended training model and schedule reflects an eight-hour training day. The total number of hours in this model exceeds the minimum instructional and testing hours. It is in this format for the convenience of the training provider and participating agencies for meeting individual needs and emphasizing local concerns. For the training provider, the daily course schedule represents the framework for developing detailed lesson plans. The schedule designates the module to be taught within a given time period. Specific performance objectives and design specifications for each module can be found in Section 5 of this manual.

Because of space limitations, the following abbreviations for instructional and testing methods are used in the daily schedule:

Instructional Methods

- L - Lecture with visual aids and/or handouts
- C - Case Study
- VF - Videotape or Film
- AT - Audiotape
- D - Discussion
- DM - Demonstration or Modeling
- RP - Role Play
- PF - Practice with Feedback

Testing Methods

- JK - Job Knowledge Test (e.g., multiple choice)
- WS - Written Skills Test (e.g., essay, report)
- BS - Behavior Skills Test (e.g., role play, demonstration)

BASIC PROBATION OFFICER COURSE DAILY SCHEDULE

<u>DAY</u>	<u>TIME</u>	<u>MODULE NUMBER AND TITLE</u>	<u>INSTRUCTIONAL/TEST METHOD</u>
1) Monday	0800-0900	1.1 Roles and Responsibilities of the Probation Officer	L
	0900-1230	1.2 Adult Criminal Justice System and Process	L
	1230-1330	LUNCH	
	1330-1700	1.3 Juvenile Justice System and Process	L
2) Tuesday	0800-0930	2.1 Legal Foundations for Probation	L
	0930-1300	2.2 Reference Use of the Codes, Statutes, and Judicial Council Rules	L, DM, PF
	1300-1400	LUNCH	
	1400-1700	2.3 Legal Terminology	L
3) Wednesday	0800-1130	3.1 Codes, Statutes, and Case Law Relating to Confidentiality and Release of Information	L, DM, PF
	1130-1230	LUNCH	
	1230-1700	3.2 Application to Juvenile and Adult Cases	L, C, DM, PF
4) Thursday	0800-1100	4.1 Indicators of Psychological Problems	L, VF, DM, PF
	1100-1200	LUNCH	
	1200-1700	4.2 Indicators of Substance Abuse	L, VF, AT, DM, PF
5) Friday	0800-1000	4.3 Indicators of Gang Affiliation	L, VF, AT, DM
	1000-1300	4.4 Indicators of Child and/or Elder Abuse	L VF, AT
	1300-1400	LUNCH	
	1400-1700	TEST 1.0, 2.0, 3.0, 4.0	JK, WS
6) Monday	0800-1800	5.0 Laws of Arrest (PC 832)	
7) Tuesday	0800-1700	5.0 Laws of Arrest (PC 832)	
8) Wednesday	0800-1800	5.0 Laws of Arrest (PC 832)	

<u>DAY</u>	<u>TIME</u>	<u>MODULE NUMBER AND TITLE</u>	<u>INSTRUCTIONAL/TEST METHOD</u>
9) Thursday	0800-1000	6.1 Legal Foundations and Obligations	L, C, DM, PF
	1000-1200	6.2 Case Information Gathering	L, C, DM, PF, RP
	1200-1300	LUNCH	
	1300-1700	6.2 Case Information Gathering	L, C, DM, PF, RP
10) Friday	0800-1200	6.2 Case Information Gathering	L, C, DM, PF, RP
	1200-1300	LUNCH	
	1300-1500	6.2 Case Information Gathering	L, C, DM, PF, RP
	1500-1700	TEST 6.1	JK, WS
11) Monday	0800-1000	TEST 6.1, 6.2	JK, WS
	1000-1200	6.3 Detention/Disposition Decisions	L, C, DM, PF, RP
	1200-1300	LUNCH	
	1300-1700	6.3 Detention/Disposition Decisions	L, C, DM, PF, RP
12) Tuesday	0800-1000	TEST 6.2, 6.3	JK, WS, BS
	1000-1200	7.1 Case Information Gathering: Written Records	L, C, DM, PF
	1200-1300	LUNCH	
	1300-1700	7.1 Case Information Gathering: Written Records	L, C, DM, PF
13) Wednesday	0800-1100	7.1 Case Information Gathering: Written Records	L, C, DM, PF
	1100-1200	LUNCH	
	1200-1700	7.2 Case Information Gathering: Interviews	L, C, DM, PF, RP
14) Thursday	0800-1200	7.2 Case Information Gathering: Interviews	L, C, DM, PF, RP, D
	1200-1300	LUNCH	
	1300-1420	8.1 Legal Foundations and Terminology	L, C, DM
	1420-1500	8.2 Determining Eligibility	L, C, DM
	1500-1700	TEST 7.1, 7.2	JK, WS, BS
15) Friday	0800-1000	TEST 7.1, 7.2	JK, WS, BS
	1000-1200	9.1 Factors in Making Referrals	L
	1200-1300	LUNCH	
	1300-1700	10.1 Court Reports and Presentations	L, C, DM, RP, PF, VF

<u>DAY</u>	<u>TIME</u>	<u>MODULE NUMBER AND TITLE</u>	<u>INSTRUCTIONAL/TEST METHOD</u>
16) Monday	0800-1030	TEST 7.1, 7.2	JK, WS, BS
	1030-1230	10.1 Court Reports and Presentations	L, C, DM, RP, PF, VF
	1230-1330	LUNCH	
	1330-1700	10.2 Dispositionl Alternatives in Juvenile Cases	L, C, D
17) Tuesday	0800-0930	10.2 Dispositional Alternatives in Juvenile Cases	L, C, D
	0930-1230	10.3 Writing Reports to Juvenile Court	L, C, DM, PF
	1230-1330	LUNCH	
	1330-1700	10.3 Writing Reports to Juvenile Court	L, C, DM, PF
18) Wednesday	0800-1200	10.4 Dispositional Alternatives in Adult Cases	L, C, D
	1200-1300	LUNCH	
	1300-1700	10.5 Writing a Court Report on an Adult Offender	L, C, DM, PF
19) Thursday	0800-1200	10.5 Writing a Court Reort on an Adult Offender	L, C, DM, PF
	1200-1300	LUNCH	
	1300-1700	TEST 8.0, 9.0, 10.0	JK, WS
20) Friday	0800-0900	11.1 Court Orders	L
	0900-1030	11.2 Preparation for the Orientation Meeting with the Probationer	L, C, DM, PF
	1030-1230	11.3 Conducting the Orientation Meeting	L, C, VF, DM, PF
	1230-1330	LUNCH	
	1330-1530	11.3 Conducting the Orientation Meeting	L, C, VF, DM, PF
	1530-1700	11.4 Conducting the Assessment Interview with the Probationer	L, C, DM, PF
21) Monday	0800-1200	TEST 11.3.1	BS
	1200-1300	LUNCH	
	1300-1700	11.4 Conducting the Assessment Interview with the Proationer	L, C, DM, PF

<u>DAY</u>	<u>TIME</u>	<u>MODULE NUMBER AND TITLE</u>	<u>INSTRUCTIONAL/TEST METHOD</u>
22) Tuesday	0800-1030	TEST 11.3.1	BS
	1030-1200	11.4 Conducting the Assessment Interview with the Probationer	L, C, DM, PF
	1200-1300	LUNCH	
	1300-1700	11.5 Establishing Case Goals and Plans	L, C, DM, PF
23) Wednesday	0800-0930	TEST 11.1 - 11.5	JK, WS
	0930-1230	12.1 Personal Contacts with the Probationer	L, C, DM, PF, D
	1230-1330	LUNCH	
	1330-1600	12.1 Personal Contacts with the Probationer	L, C, DM, PF, D
	1600-1700	12.2 Other Sources of Information	L, C, DM, D
24) Thursday	0800-0900	12.2 Other Sources of Information	L, C, DM, D
	0900-1300	13.1 Violations of Probation or New Law Violations	L, D C, DM, PF
	1300-1400	LUNCH	
	1400-1500	13.2 Communications with other Agencies About the Probationer	L, C, D, DM, PF
	1500-1700	13.3 Modifications of Case Plan	L, C, D, DM, PF
25) Friday	0800-1700	14.1 Responding to Probationer Questions and Requests	L, C, D, DM, PF, RP
26) Monday	0800-1130	14.2 Problem Assessment	L, C, D, DM, PF
	1130-1230	LUNCH	
	1230-1700	14.3 Crisis Intervention Counseling	L, C, DM, RP, PF
27) Tuesday	0800-0900	15.1 Preparation for Transport	L, D
	0900-1000	15.2 Transport Procedures	L, D
	1000-1200	16.1 Priority Setting	L, C, DM, PF
	1200-1300	LUNCH	
	1300-1330	17.1 Importance of Good Public Relations	L, D
	1330-1400	17.2 Responding to Questions, Requests, and/o Comments from the Public	L
	1400-1715	TEST 12.0, 13.0, 14.0, 15.0, 16.0, 17.0	JK, WS

5. PERFORMANCE OBJECTIVES AND DESIGN SPECIFICATIONS

In this section, the performance objectives are presented for each course unit and module. To provide further support to the training provider, the objectives have been placed in an appropriate learning sequence, i.e., objectives should be taught in the order in which they appear in this manual. Furthermore, recommended instructional methods and testing methods are given for each objective.

It should be emphasized that these are estimated times, based primarily on rational considerations of the complexity and difficulty of the objective and the amount of time necessary to reliably assess performance on the objective. As a rule of thumb in developing multiple choice tests, most test-takers can complete a single, four-alternative, multiple choice item in about one minute (or 60/hr.).

UNIT 1.0

CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION

Unit Instructional Time - 7:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

19

27

MODULE 4.2: INDICATORS OF SUBSTANCE ABUSE

Module Instructional Time: 4:30

PERFORMANCE OBJECTIVES:

- 4.2.1 Given a class of substance abuse, identify behaviors likely to be displayed by the abuser.

Instructional Methods/Time: L/120
Job Knowledge Test # 11
Number of Test Items - 4

- 4.2.2 Given verbal or visual descriptions of a client's behavior and appearance, generate an opinion regarding the likelihood of substance abuse and the class of drug involved.

Instructional Methods/Time: VF or AT or DM, PF/90
Job Knowledge Test # 11
Number of Test Items - 3

- 4.2.3 Identify appropriate questions to ask the client to discriminate physical/psychological problems from those related to drug abuse.

Instructional Methods/Time: L/60
Job Knowledge Test # 12
Number of Test Items - 5

33

41

MODULE 1.1: ROLES AND RESPONSIBILITIES OF THE PROBATION OFFICER

Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

1.1.1 Identify the major roles and responsibilities of the Probation Officer in relationship to the following constituencies:

- . State of California
- . County Board of Supervisors
- . County Judicial System
- . Community
- . Probationers
- . Other Probation Personnel
- . Other Agencies in the Criminal Justice System

Instructional Methods/Time: L/60

Job Knowledge Test # 1

Number of Test Items - 3

MODULE 1.2: ADULT CRIMINAL JUSTICE SYSTEM AND PROCESS

Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

- 1.2.1 Identify the major historical milestones in the development of adult criminal justice systems in the United States and in the State of California.

Instructional Methods/Time: L/20
No Test

- 1.2.2 Identify the major current trends in adult criminal justice in the United States and in the State of California.

Instructional Methods/Time: L/20
No Test

- 1.2.3 Identify the process by which pleas are negotiated and entered.

Instructional Methods/Time: L/20
Job Knowledge Test # 1
Number of Test Items - 1

- 1.2.4 Identify the major steps in the adult criminal justice system from arrest to disposition.

Instructional Methods/Time: L/60
Job Knowledge Test # 1
Number of Test Items - 3

- 1.2.5 Identify the roles and relationships of the following components in the adult criminal justice system:

- . Legislature
- . County Board of Supervisors
- . Court Systems (e.g., superior, municipal, appellate)
- . Court Clerk
- . District Attorney
- . Defense Attorneys
- . Police Department
- . Probation Department
- . Department of Corrections
- . Community Agencies
- . Judge, Referee, Commissioner, Pro tem, etc.

Instructional Methods/Time: L/60
Job Knowledge Test # 2
Number of Test Items - 10

MODULE 1.3: JUVENILE JUSTICE SYSTEM AND PROCESS

Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

- 1.3.1 Identify the major historical milestones in the development of juvenile justice systems in the United States and in the State of California.

Instructional Methods/Time: L/15
No Test

- 1.3.2 Identify the major current trends in juvenile justice in the United States and in the State of California.

Instructional Methods/Time: L/15
No Test

- 1.3.3 Identify the major steps in the juvenile justice system from custody to disposition.

Instructional Methods/Time: L/45
Job Knowledge Test # 1
Number of Test Items - 2

- 1.3.4 Identify the major categories of minors in the juvenile justice system. These include:

- . Dependents (W & I 300)
- . Status Offenders (W & I 601)
- . Delinquents (W & I 602)

Instructional Methods/Time: L/15
Job Knowledge Test # 3
Number of Test Items - 5

- 1.3.5 Identify the major types of dispositions in juvenile cases.

Instructional Methods/Time: L/45
Job Knowledge Test # 1
Number of Test Items - 1

1.3.6 Identify the roles and relationships of the following components in the juvenile justice system:

- . Legislature
- . Juvenile Court
- . County Board of Supervisors
- . Juvenile Justice Commission
- . California Youth Authority
- . District Attorneys
- . Defense Attorneys
- . Police Department
- . Probation Department
- . Department of Corrections
- . Parents
- . Juvenile Hall
- . Juvenile Institutions
- . Community Agencies

Instructional Methods/Time: L/45
Job Knowledge Test # 4
Number of Test Items - 10

UNIT 2.0

CODES, STATUTES, AND OTHER LEGAL DOCUMENTS

Unit Instructional Time - 6:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 2.1: LEGAL FOUNDATIONS FOR PROBATION

Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

2.1.1 Identify the primary purpose and scope of application of each major legal reference or source that impacts the work of a Probation Officer. For example:

- . Codes
- . Statutes
- . Judicial Council Rules (i.e., Criminal and Juvenile Court Rules)
- . Relevant Case Law

Instructional Methods/Time: L/60

Job Knowledge Test # 5

Number of Test Items - 5

MODULE 2.2: REFERENCE USE OF THE CODES, STATUTES, AND JUDICIAL COUNCIL RULES
Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

- 2.2.1 Given a reference to a specific section or topic in the Judicial Council Rules, demonstrate the procedure for accessing that section or information on that topic.

Instructional Methods/Time: L, DM, PF/30
Job Knowledge Test # 5
Number of Test Items - 5

- 2.2.2 Given a reference to a specific Code section or topic, demonstrate the procedure for accessing that section or information on that topic. Codes to be covered include:

- . Welfare and Institutions Code
- . Penal Code
- . Health and Safety Code
- . Vehicle Code
- . Business and Professions Code

Instructional Methods/Time: L, DM, PF/90
Job Knowledge Test # 6
Number of Test Items - 10

- 2.2.3 Given a specific Code violation, identify the elements, classification, and penalties of that violation using the relevant Code for reference.

Instructional Methods/Time: L, DM, PF/60
Job Knowledge Test # 5
Number of Test Items - 5

MODULE 2.3: LEGAL TERMINOLOGY

Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

2.3.1 Identify definitions and generate examples of the following terms using the Codes and Judicial Council Rules for reference.

- . Allegation/Charge
- . Petition/Complaint
- . Minor/Defendant
- . Finding/Conviction
- . Disposition/Sentence
- . Enhancement
- . Sentence Range/Confinement Time
- . Concurrent Sentences
- . Consecutive Sentences
- . Aggravating/Mitigating Circumstances
- . Warrant
- . Time Credits
- . Jurisdictional Hearing
- . Indictment
- . Base Term
- . Information
- . Sustain (petition)
- . Adjudication
- . Ward/Wardship
- . Custody
- . Grant (of Probation)
- . Imposition of sentence (suspended)
- . Execution of sentence (suspended)
- . Terms and conditions
- . Certification (of juvenile to juvenile court)
- . Remand (of juvenile to adult court)
- . New, supplemental, subsequent, and modification (petitions)
- . Placement
- . Commitment
- . Peace Officer
- . Dismissal
- . Termination

Instructional Methods/Time: L/120

Job Knowledge Test # 7

Number of Test Items - 20

UNIT 3.0

CONFIDENTIALITY AND RELEASE OF INFORMATION

Unit Instructional Time - 7:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 3.1: CODES, STATUTES, AND CASE LAW RELATING TO CONFIDENTIALITY AND
RELEASE OF INFORMATION

Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

3.1.1 Given the sources of legal information on confidentiality listed below, demonstrate procedure for accessing information on confidentiality and release of information.

- . State mandates in Penal and W & I Codes re:
destruction of public records
- . C.O.R.I.
- . W & I 781, 828, 1389
- . PC 1203.5
- . T.N.G.
- . Department of Justice information sources

Instructional Methods/Time: L, DM, PF/180

Job Knowledge Test # 8

Number of Test Items - 15

MODULE 3.2: APPLICATION TO JUVENILE AND ADULT CASES

Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 3.2.1 Given sample items of information from an adult or juvenile case, identify persons, agencies, and/or organizations to whom each item could be released using the following reference materials:

- . C.O.R.I.
- . W & I 781, 828, 1389
- . PC 1203.5
- . T.N.G.
- . Department Policy re: release of information to media and attorneys (responding to Duces Tecum subpoena)

Instructional Methods/Time: L, C, DM, PF/90

Job Knowledge Test # 9

Number of Test Items - 10

- 3.2.2 Identify the possible consequences of failing to maintain confidentiality or improperly releasing information about a case. For example:

- . Criminal sanctions
- . Lawsuits
- . Departmental discipline
- . Harm to probationer
- . Dismissal of case

Instructional Methods/Time: L/60

Job Knowledge Test # 10

Number of Test Items - 4

- 3.2.3 Identify the time constraints on the confidentiality of information pertaining to adults.

Instructional Methods/Time: L/30

Job Knowledge Test # 10

Number of Test Items - 3

- 3.2.4 Identify the procedures and limits of authority established by "release of information" forms.

Instructional Methods/Time: L/60

Job Knowledge Test # 10

Number of Test Items - 3

UNIT 4.0

IDENTIFYING PROBLEMS AND PREDICTORS

Unit Instructional Time - 11:00

* The instructional time assinged to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting hteir importance within the modules of instruction.

MODULE 4.1: INDICATORS OF PSYCHOLOGICAL PROBLEMS

Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

- 4.1.1 Presented with a simulated interview or interaction between a client and a Probation Officer, generate the following: a written description of the client's behavior and appearance.

Instructional Methods/Time: L, VF or DM, PF/60
Written Skills Test # 1

- 4.1.2 Given a list of behavioral symptoms, identify those that indicate the need for further evaluation, using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM III) for reference.

Instructional Methods/Time: L, DM, PF/90
Job Knowledge Test # 11
Number of Test Items - 4

MODULE 4.3: INDICATORS OF GANG AFFILIATION

Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

- 4.3.1 Given verbal or visual descriptions of a client's behavior and appearance, estimate the likelihood of a gang affiliation.

Instructional Methods/Time: L, VF or AT or DM/90

Job Knowledge Test # 13

Number of Test Items - 5

MODULE 4.4: INDICATORS OF CHILD AND/OR ELDER ABUSE
Module Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

- 4.4.1 Given a list of symptoms and behaviors, identify those that might be indicative of child abuse.

Instructional Methods/Time: L, VF or AT/90
Job Knowledge Test # 14
Number of Test Items - 10

- 4.4.2 Identify the legal obligations of the Probation Officer to report potential child abuse cases using the Penal Code for reference.

Instructional Methods/Time: L/15
Job Knowledge Test # 11
Number of Test Items - 1

- 4.4.3 Given a list of symptoms and behaviors, identify those that might be indicative of elder abuse.

Instructional Methods/Time: L, VF, or AT/30
Job Knowledge Test # 11
Number of Test Items - 2

- 4.4.4 Identify the legal obligations of the Probation Officer to report potential elder abuse cases, using the Penal Code for reference.

Instructional Methods/Time: L/15
Job Knowledge Test # 11
Number of Test Items - 1

UNIT 5.0

LAWS OF ARREST

(PC 832)

(Performance Objectives prescribed by the
Peace Officers Standards and Training Commission)

Subject matter found in this course that is important to the Probation Officer Core Training Course includes those performance objectives that address "Person Search Techniques." Agencies and providers are encouraged to add this subject matter to the PO curriculum.

UNIT 6.0
JUVENILE INTAKE AND PROCESSING

Unit Instructional Time - 20:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 6.1: LEGAL FOUNDATIONS AND OBLIGATIONS

Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

- 6.1.1 Identify the role of Law Enforcement when taking a minor into custody, using the W & I Code (625, 626, 627, 627.5) for reference.

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items = 2

- 6.1.2 Identify the duty of the Probation Officer to investigate when a minor is taken into custody, using the W & I Code (650, 652, 653) for reference.

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items = 2

- 6.1.3 Given a sample case description, classify the case as a violation of W & I Code Sections 300, 601, or 602, using the W & I Code for reference.

Instructional Methods/Time: L, C/10
Job Knowledge Test # 15
Number of Test Items = 2

- 6.1.4 Given a sample case description, generate an opinion regarding the congruence between the charge and the facts of the case, using the relevant Codes for reference.

Instructional Methods/Time: L, C, DM, PF/90
Written Skills Test # 2

MODULE 6.2: CASE INFORMATION GATHERING

Module Instruction Time: 12:00

PERFORMANCE OBJECTIVES:

6.2.1 Identify the primary source of information used during juvenile intake and processing. For example:

- . Interview with juvenile
- . Juvenile Hall log and/or staff
- . Probation files
- . Current and prior arrest record
- . Parent or other significant adult
- . Police report

Instructional Methods/Time: L/15

Job Knowledge Test # 15

Number of Test Items - 1

6.2.2 Identify the key facts or information to obtain in the initial processing of a juvenile taken into custody. For example:

- . Emotional stability
- . Signs of child abuse
- . Signs of substance abuse
- . Parental reaction/response
- . Likelihood to flee
- . Sufficiency of evidence
- . Reason for custody

Instructional Methods/Time: L/45

Job Knowledge Test # 16

Number of Test Items - 10

6.2.3 Identify the consequences of failure to gather accurate and comprehensive information from the police report on a juvenile taken into custody.

Instructional Methods/Time: L/15

Job Knowledge Test # 15

Number of Test Items - 1

6.2.4 Given a sample police report on a juvenile taken into custody under W & I Code Section 300, 601, or 602, generate detention limits and filing deadlines for the case.

Instructional Methods/Time: L, C, DM, PF/30

Job Knowledge Test # 15

Number of Test Items - 2

- 6.2.5 Given a sample police report on a juvenile taken into custody under W & I Code Section 300, 601, or 602, generate a list of key facts on the case.

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 3

- 6.2.6 Given a sample police report on a juvenile taken into custody under W & I Code Section 300, 601, or 602, generate a list of additional questions to ask the arresting officer.

Instructional Methods/Time: L, C, DM, PF/15
Written Skills Test # 3

- 6.2.7 Given a sample police report on a juvenile taken into custody under W & I Code Section 300, 601, or 602, generate a list of appropriate additional questions or points of information to cover with the juvenile, his/her parents, etc.

Instructional Methods/Time: L, C, DM, PF/20
Written Skills Test # 3

- 6.2.8 Identify the key information to obtain from the Juvenile Hall log and/or staff. This information includes the following:

- . Juvenile's condition at time of booking
- . Relationship to peers and staff
- . Attitude
- . Signs of substance abuse
- . Parental or significant adult visits
- . Progress in Juvenile Hall School
- . Juvenile's statements re: offense
- . Adjustment to pre-detention location

Instructional Methods/Time: L/20
Job Knowledge Test # 15
Number of Test Items - 2

- 6.2.9 Given a sample Juvenile Hall log, identify the information in Objective 6.2.8.

Instructional Methods/Time: L, C, DM, PF/10
Job Knowledge Test # 15
Number of Test Items - 2

- 6.2.10 Identify the uses of the information obtained from the Juvenile Hall Log and/or staff in case processing.

Instructional Methods/Time: L/10
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.11 Identify the major uses of the probation file for gathering information about a juvenile during intake and processing.

Instructional Methods/Time: L/15
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.12 Identify the key information to obtain from probation files on a juvenile. For example:

- . Patterns of behavior/offense
- . Family history, demographics
- . Special problems
- . School records
- . Previous court orders, other contact with Department
- . Response to supervision
- . Health history
- . Evaluative and diagnostic comments by prior Probation Officer
- . Prior statements by minor and parent

Instructional Methods/Time: L/60
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.13 Given a sample probation file on a juvenile, identify the information noted in Objective 6.2.12.

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 4

- 6.2.14 Identify the key information to obtain from the juvenile's prior arrest record. For example:

- . Number and types of crimes (patterns)
- . Date of offense(s)
- . Description of offense
- . Location of offense
- . Case description
- . Names of companions and victims
- . History of violent crime
- . Disposition/sentence

Instructional Methods/Time: L/30
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.15 Identify the process by which a juvenile's arrest record is obtained.

Instructional Methods/Time: L/15
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.16 Given a sample juvenile arrest record, identify the information noted in Objective 6.2.15.

Instructional Methods/Time: L, C, DM, PF/30
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.17 Given a sample DMV or BCI readout, demonstrate ability to locate key information identified in Objective 6.2.15.

Instructional Methods/Time: L, C, DM, PF/15
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.18 Given a sample crime, classify according to the Bureau of Criminal Statistics "Hierarchy of Crime" Index using the Index as a reference.

Instructional Methods/Time: L/15
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.19 Identify the key points of information to be obtained during an initial interview with a juvenile. For example:

- . Juvenile's description of the offense
- . Juvenile's description of his/her behavior and adjustment in key environments
- . Short-range goals or desires re: disposition
- . Juvenile's view of problem causes and ways to resolve
- . Information on co-responsibles
- . Motivation for the offense
- . Level of commitment to change

Instructional Methods/Time: L/30
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.20 Identify the reasons for the importance of the initial interview with a juvenile.

Instructional Methods/Time: L/15
Job Knowledge Test # 15
Number of Test Items - 1

- 6.2.21 Given a partially completed case file including the police report, prior case notes, and other written records, generate a list of interview questions to ask the juvenile.

Instructional Methods/Time: L, C, DM, PF/45
Written Skills Test # 5

- 6.2.22 In a simulated interview with the same juvenile noted in Objective 6.2.21, generate notes detailing the interviewee's answers to the questions and other key information obtained.

Instructional Methods/Time: L, C, DM, RP, PF/60
Behavioral Skills Test # 1

- 6.2.23 In the same simulated interview noted in Objective 6.2.21, demonstrate the use of leading questions and follow-up questions, and active listening techniques.

Instructional Methods/Time: L, DM, RP, PF/15
Behavioral Skills Test # 1

- 6.2.24 Identify the key points of information to be obtained or covered during an initial interview with a juvenile's parent or other adult. For example:

- . Interviewee's legal rights and responsibilities
- . Interviewee's attitude toward the juvenile and the offense
- . Interviewee's willingness to assume responsibility and authority over juvenile
- . Interviewee's view of the offense and reason for juvenile's involvement
- . Interviewee's view of appropriate disposition
- . Interviewee's willingness to-assist and/or cooperate with treatment
- . Indicators of interviewee substance abuse
- . Family subsistence level
- . Interviewee's ability to control and/or discipline juvenile
- . Problems of siblings
- . Other agencies involved
- . History of abuse

Instructional Methods/Time: L/45
Job Knowledge Test # 17
Number of Test Items - 15

- 6.2.25 Identify the reasons for the importance of the initial interview with a juvenile's parent or other adult.

Instructional Methods/Time: L/15
Job Knowledge Test # 15
Number of Test Items - 2

- 6.2.26 Given a partially completed juvenile case file including the police report, prior case notes, and other written records, generate a list of interview questions to ask the parent or other adult.

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 6

6.2.27 In a simulated interview with the parent of the juvenile, generate notes detailing the interviewee's answers to the questions generated in Objective 6.2.26 and any other key information obtained.

Instructional Methods/Time: L, C, DM, RP, PF/45
Behavioral Skills Test # 2

MODULE 6.3: DETENTION/DISPOSITION DECISIONS

Module Instructional Time: 6:00

PERFORMANCE OBJECTIVES:

6.3.1 Identify the key factors which must be considered in the decision to detain or release, including:

- . Nature/seriousness of offense
- . Home stability and support
- . Pattern of offenses
- . Community reaction to the offense
- . Relationship to victim
- . Juvenile's physical and psychological vulnerability
- . History of dependency
- . Prior failures to appear and other violations of court orders
- . Juvenile Court Rules and Department Policy
- . Sufficiency of evidence given the charge
- . DA's Filing Policy
- . Satisfaction of W & I 628 Criteria

Instructional Methods/Time: L/105

Job Knowledge Test # 18

Number of Test Items - 15

6.3.2 Identify the consequences of a poor decision to detain or release a juvenile.

Instructional Methods/Time: L/10

Job Knowledge Test # 15

Number of Test Items - 1

6.3.3 Given a complete case file on a juvenile taken into custody, generate a prognosis for his/her likely behavior if released.

Instructional Methods/Time: L, C, DM, PF/10

Written Skills Test # 7

6.3.4 Given a complete case file on a juvenile taken into custody, generate a written opinion regarding the degree to which the case facts fit detention or release requirements specified in W & I Code 628, Juvenile Court Rule 1327, and sample Department Policy using the W & I Code, Juvenile Court Rules, and sample Department Policy Manual for reference.

Instructional Methods/Time: L, C, DM, PF/105

Written Skills Test # 7

6.3.5 Given a sample juvenile case description, classify the case as:

- . A required referral to the District Attorney
- . A discretionary referral to the District Attorney
- . A case in which the Probation Officer may file a petition directly

Instructional Methods/Time: L, C, DM, PF/30

Job Knowledge Test # 15

Number of Test Items - 1

6.3.6 Given a complete case file on a juvenile, generate a written decision to close case, file a petition, release juvenile on promise to appear in court, handle informally, or detain in an appropriate facility and justification for that decision using the relevant Codes, Juvenile Court Rules, sample Department Policy Manual, and sample DA's Filing Policy.

Instructional Methods/Time: L, C, DM, PF/60

Written Skills Test # 7

6.3.7 Given a complete juvenile case file, generate a detention hearing date using W & I Code time frames, sample court calendar, and a sample Department Policy/Procedures Manual.

Instructional Methods/Time: L, C, DM, PF/30

Job Knowledge Test # 15

Number of Test Items - 1

6.3.8 Identify the information that must be communicated to a juvenile and his/her parents. This includes the following:

- . hearing date
- . purpose of the hearing
- . legal mandate to attend

Instructional Methods/Time: L, C, DM, RP, PF/10

Job Knowledge Test # 15

Number of Test Items - 1

UNIT 7.0

INVESTIGATIONS

Unit Instructional Time - 18:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 7.1: CASE INFORMATION GATHERING: WRITTEN RECORDS

Module Instructional Time: 9:00

PERFORMANCE OBJECTIVES:

7.1.1 Identify the types of written records used in investigating an adult or juvenile case. For example:

- . Court Referral Form
- . Police Report
- . Coroner's Report
- . Crime Lab Report
- . Copy of the Complaint or Grand Jury Indictment
- . DA's notes
- . Medical and Psychiatric Reports
- . Court Order
- . Probation File
- . BCI/FBI Rap Sheets
- . DMV Printout

Instructional Methods/Time: L/60

Job Knowledge Test # 19

Number of Test Items - 3

7.1.2 Given a sample case file, generate a list of records that need to be obtained through the mail to process the case.

Instructional Methods/Time: L, C, DM, PF/20

Written Skills Test # 8

7.1.3 Identify the typical time it takes to obtain each of the major types of record that must be obtained through the mail to process a case.

Instructional Methods/Time: L/10

Job Knowledge Test # 19

Number of Test Items - 1

7.1.4 Identify the source of the Court Referral Form.

Instructional Methods/Time: L/10

Job Knowledge Test # 19

Number of Test Items - 1

7.1.5 Identify the major content items contained in the Court Referral Form.

Instructional Methods/Time: L/10

Job Knowledge Test # 19

Number of Test Items - 1

7.1.6 Given a completed sample Court Referral Form, identify the following information:

- . Plea or conviction
- . Date of plea or conviction
- . Sentencing date
- . Court of conviction and Court of sentencing
- . Booking number if offender is in custody

Instructional Methods/Time: L, C, DM/15
Job Knowledge Test # 19
Number of Test Items - 1

7.1.7 Given the completed sample Court Referral Form and the information identified in Objective 7.1.6, state the obligations these place on the Probation Officer assigned to the case.

Instructional Methods/Time: L, C/15
Job Knowledge Test # 19
Number of Test Items - 1

7.1.8 Given a sample police report, identify the following information:

- . Arrest and offense dates
- . Description of the offense
- . Victim's injuries and/or losses
- . Co-defendants (if applicable)
- . Condition of defendant
- . Attitude of defendant
- . Circumstances surrounding the offense

Instructional Methods/Time: L, C/30
Job Knowledge Test # 19
Number of Test Items - 1

7.1.9 Given a sample Coroner's Report, identify the following information:

- . Cause of death
- . Time of death
- . Condition of victim
- . Injuries inflicted

Instructional Methods/Time: L, C/15
Job Knowledge Test # 19
Number of Test Items - 1

7.1.10 Given a sample crime report, identify the following information:

- . Details regarding evidence
- . In drug case, note kind, quantity, and worth of drug
- . Blood alcohol levels of involved parties

Instructional Methods/Time: L/15
Job Knowledge Test # 19
Number of Test Items - 1

7.1.11 Identify the reason for reviewing the complaint and information or grand jury indictment when investigating a case.

Instructional Methods/Time: L/10
Job Knowledge Test # 19
Number of Test Items - 1

7.1.12 Given a sample complaint, information, or grand jury indictment, identify the following information where applicable:

- . Level of crime (i.e., felony, misdemeanor, infraction)
- . Original vs. amended charge
- . Pled/proven prior convictions
- . Overt acts involved in conspiracy
- . Degree of offense (1st, 2nd)
- . Weapons, force, and fear allegations
- . Reason(s) for DA action

Instructional Methods/Time: L, C, DM, PF/20
Job Knowledge Test # 19
Number of Test Items - 2

7.1.13 Identify the value of reviewing the DA's notes in the file.

Instructional Methods/Time: L/10
Job Knowledge Test # 19
Number of Test Items - 1

7.1.14 Given sample notes from a DA file, identify the reasons for plea (if applicable).

Instructional Methods/Time: L, C/10
Job Knowledge Test # 19
Number of Test Items - 1

7.1.15 Given a medical and/or psychiatric report, identify the following information:

- . Diagnosis
- . Medication prescribed or recommended
- . Prognosis

Instructional Methods/Time: L, C/30
Job Knowledge Test # 19
Number of Test Items - 1

7.1.16 Given a complete DA file on a case, generate an opinion regarding the extent to which the offender's physical and/or psychological condition:

- . Played a causal or contributing role in the offense
- . Will affect/impact success on probation, ability to satisfy court orders (e.g., restitution)
- . Indicates need for treatment referral options

Instructional Methods/Time: L, C, DM, PF/60
Written Skills Test # 9

7.1.17 Given copies of the Court Order and the Court Referral Form, identify discrepancies in the following information:

- . File numbers
- . Hearing dates
- . Names
- . Pled vs. alleged charges
- . Conditions of probation

Instructional Methods/Time: L, C/15
Job Knowledge Test # 19
Number of Test Items - 2

7.1.18 Identify methods for resolving discrepancies between the Court Order and the Court Referral Form. For example:

- . Checking the DA file
- . Checking the court clerk's file
- . Checking court responder transcript
- . Writing a memo to the court

Instructional Methods/Time: L/15
Job Knowledge Test # 19
Number of Test Items - 1

7.1.19 Identify the reasons for reviewing the probation file where possible when investigating a case. For example:

- . May provide short-cut method of obtaining school, employment records, etc.
- . Provides valuable information on adjustment to supervision
- . Valuable input to recommendation regarding disposition, and if probation, the conditions of probation

Instructional Methods/Time: L/15

Job Knowledge Test # 19

Number of Test Items - 1

7.1.20 Given a sample probation report, demonstrate an ability to use the report by answering questions from the following areas:

- . Prior court reports
- . Adult or juvenile's statement in case
- . Social history (family, school, etc.)
- . Previous recommendation
- . School, medical, employment, and mental health

Instructional Methods/Time: L, C/45

Job Knowledge Test # 19

Number of Test Items - 3

7.1.21 Identify the uses of information from BCI/FBI Rap Sheet for the Probation Officer.

Instructional Methods/Time: L/10

Job Knowledge Test # 19

Number of Test Items - 1

7.1.22 Identify the procedures for obtaining BCI/FBI Rap Sheets.

Instructional Methods/Time: L/10

Job Knowledge Test # 19

Number of Test Items - 1

7.1.23 Given a sample BCI/FBI Rap Sheet on an offender, identify the following information:

- . Prior charges
- . Location and date of arrests
- . By whom arrested
- . Disposition of case

Instructional Methods/Time: L, C/40

Job Knowledge Test # 19

Number of Test Items - 1

7.1.24 Identify the procedures for obtaining a DMV printout.

Instructional Methods/Time: L/10
Job Knowledge Test # 19
Number of Test Items - 1

7.1.25 Given a sample DMV printout, identify the following information:

- . Substance or alcohol abuse while driving (DWI)
- . Vehicle code citations and arrests, particularly number, date, reason, disposition, compliance with court order
- . Failures to appear or pay fines
- . Possible false DOB, address

Instructional Methods/Time: L, C/30
Job Knowledge Test # 19
Number of Test Items - 1

7.1.26 Identify the uses of information from the DMV printout for the Probation Officer. For example:

- . Outstanding warrants indicate poor probation candidate
- . Location of citations can be used to determine probationer whereabouts.
- . Can be used to demonstrate patterns or history of bad driving behavior.

Instructional Methods/Time: L/10
Job Knowledge Test # 19
Number of Test Items - 1

MODULE 7.2: CASE INFORMATION GATHERING: INTERVIEWS
Module Instructional Time: 9:00

PERFORMANCE OBJECTIVES:

- 7.2.1 Given a sample case file (including Court Referral Form, police report, and other written case information), identify filing and court appearance deadlines using a sample court calendar.

Instructional Methods/Time: L, C, DM/15
Job Knowledge Test # 20
Number of Test Items = 5

- 7.2.2 Identify the potential consequences of failure to meet filing and court appearance deadlines.

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Items = 3

- 7.2.3 Identify the types of information for which release from the adult offender must be obtained.

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Items = 2

- 7.2.4 Identify the key information which should be gathered in an initial interview with an adult offender. This information includes the following:

- . Individual's statements on the current offense
- . Individual's statement on his/her medical history
- . Individual's reaction to facts of case as obtained from other sources
- . Inconsistencies between individual's and other accounts of the facts of the case
- . Predictors of risk and need (Basic Fact Sheet)
- . Arrests
- . Motive
- . Psychological history
- . Previous residences
- . Employment history

Instructional Methods/Time: L/60
Job Knowledge Test # 21
Number of Test Items = 10

- 7.2.5 Given a sample case file, demonstrate the use of a common risk/need assessment system (e.g., NIC assessment system) using sample forms and instructions.

Instructional Methods/Time: L, C, DM, PF/60
Written Skills Test # 10

- 7.2.6 Identify the purpose and value of the investigation and interview with an adult offender.

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Item - 2

- 7.2.7 Given a partially completed case file (e.g., DA file, Referral Form, court order), generate a list of questions to ask the adult using the relevant codes for reference.

Instructional Methods/Time: L, C, DM/15
Written Skills Test # 11

- 7.2.8 In a simulated interview with the same adult, generate notes detailing the interviewee's answers to the questions generated in Objective 7.2.7 and any other key information obtained.

Instructional Methods/Time: L, C, DM, RP, PF/45
Behavioral Skills Test # 3

- 7.2.9 Identify the potential problems involved when an adult and a juvenile are co-offenders.

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Items - 2

- 7.2.10 Given a sample case file involving co-defendants/juvenile companions, generate a decision and a rationale for interviewing or not interviewing both defendants/companions.

Instructional Methods/Time: L, C/10
Written Skills Test # 12

- 7.2.11 Identify the purpose and value of interviewing the offender's family.

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Items - 2

- 7.2.12 Identify the types of information for which a release from the offender and/or the offender's family must be obtained.

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Items - 2

7.2.13 Identify the key information to be obtained in an interview with family members. This information includes the following:

- . Family perspectives and attitudes toward the offense, defendant's behavior patterns, and attitudes
- . Historical information on defendant and family
- . Criminal history of family
- . Relationship between parents

Instructional Methods/Time: L/15
Job Knowledge Test # 20
Number of Test Items - 3

7.2.14 Given a partially completed case file (e.g., DA file, police report, Referral Form, court order), generate a list of questions to ask family members using the relevant Codes for reference.

Instructional Methods/Time: L, C, DM/15
Written Skills Test # 13

7.2.15 Identify the purpose and value of interviewing multiple persons or sources who may have information on a case.

Instructional Methods/Time: L/5
Job Knowledge Test # 20
Number of Test Items - 1

7.2.16 Identify a list of types of sources of persons who might be contacted for information on a case. For example:

- . Relatives
- . Neighbors
- . Employers
- . School officials
- . Character references
- . Victims
- . Witnesses
- . Previous treatment program staff
- . Persons in the criminal justice system

Instructional Methods/Time: L/5
Job Knowledge Test # 20
Number of Test Items - 1

7.2.17 Given a case file on an adult defendant, generate a list of additional persons or sources that should be contacted to complete the file, questions to ask each source, and a rationale for the questions.

Instructional Methods/Time: L, C, DM/10
Written Skills Test # 14

- 7.2.18 Identify the role and rights of victims in the criminal justice system.

Instructional Methods/Time: L/30
Job Knowledge Test # 20
Number of Test Items - 5

- 7.2.19 Given a list of types of victim crimes (e.g., rape), identify some possible sensitivities and needs of each type of victim.

Instructional Methods/Time: L, C, D/45
Job Knowledge Test # 22
Number of Test Items - 5

- 7.2.20 Given a case file, generate a decision and rationale on interviewing the victim(s), using the relevant Codes and Judicial Council Rules for reference.

Instructional Methods/Time: L, C/15
Written Skills Test # 15

- 7.2.21 Identify the key information that should be obtained in an interview with a victim. This should include:

- . Victim's description of the offense and its impact on them
- . Victim's statement of loss or injury
- . Victim's recommendation on the disposition of the case

Instructional Methods/Time: L/10
Job Knowledge Test # 20
Number of Test Items - 2

- 7.2.22 Given a case file, generate a list of questions to be used in an interview with a victim.

Instructional Methods/Time: L, C, DM/15
Written Skills Test # 16

- 7.2.23 In a simulated interview with a victim, explain the interview purpose, present and explain the Judicial Council Notification of Victim form, and ask list of questions generated in Objective 7.2.22.

Instructional Methods/Time: C, DM, RP, PF/90
Behavioral Skills Test # 4

- 7.2.24 Generate written notes based on the simulated interview conducted for Objective 7.2.23.

Instructional Methods/Time: C, DM, PF/20
Written Skills Test # 17

UNIT 8.0

RESTITUTION, FINES, AND OTHER PAYMENTS

Unit Instructional Time - 2:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 8.1: LEGAL FOUNDATIONS AND TERMINOLOGY

Module Instructional Time: 1:20

PERFORMANCE OBJECTIVES:

8.1.1 Identify the legal definitions and parameters for the following terms using the relevant Codes, Statutes, and Judicial Council Rules:

- . Restitution
- . Restitution fund
- . Restitution fines
- . Penalty assessments

Instructional Methods/Time: L/20

Job Knowledge Test # 23

Number of Test Items - 1

8.1.2 Given a sample of cases in which fines and restitutions are to be paid, classify each case in terms of the disposition of monies as specified in the law using the relevant Codes, Statutes, and Judicial Council Rules for reference.

Instructional Methods/Time: L, C, DM/45

Job Knowledge Test # 23

Number of Test Items - 3

8.1.3 Identify the classes of claims that are considered losses for restitution purposes, using the relevant Codes for reference. For example:

- . Medical costs
- . Lost wages
- . Lost profits
- . Repair/replacement costs

Instructional Methods/Time: L/15

Job Knowledge Test # 23

Number of Test Items - 1

MODULE 8.2: DETERMINING ELIGIBILITY
Module Instructional Time: 0:40

PERFORMANCE OBJECTIVES:

- 8.2.1 Given a list of sample claims, classify each claim in terms of its eligibility for restitution.

Instructional Methods/Time: L, C, DM/20
Job Knowledge Test # 23
Number of Test Items - 3

- 8.2.2 Define and give examples of "secondary victims" who may be eligible for restitution.

Instructional Methods/Time: L/10
Job Knowledge Test # 23
Number of Test Items - 1

- 8.2.3 Define and give examples of "double dipping" in restitution cases.

Instructional Methods/Time: L/10
Job Knowledge Test # 23
Number of Test Items - 1

UNIT 9.0

REFERRALS

Unit Instructional Time - 2:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 9.1: FACTORS IN MAKING REFERRALS

Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

9.1.1 Identify the key factors to consider in referring a probationer for services in the community. For example:

. Probationer factors

- Immediacy of need for evaluation
- Severity of problem
- Type of problem
- Financial status
- Mobility of probationer
- Level of sophistication
- Home situation

. Provider factors

- Type of facility (e.g., residential, out-patient, private)
- Types of problems served (e.g., alcohol)
- Types of clients served (e.g., adults, juveniles)
- Location
- Availability
- Range of services
- Costs
- Reputation

Instructional Methods/Time: L/105

Job Knowledge Test # 24

Number of Test Items - 10

9.1.2 Identify the reasons for establishing a good relationship with local referral agencies or persons. For example:

- . Increases the likelihood that probationers' needs will be met, case goals achieved, and the conditions of probation fulfilled.
- . Failure to do so may lead to various kinds of abuse by both the facility and the probationer
- . Increases the efficiency of placement efforts by the Probation Department
- . Where an agency is not meeting needs, funds are being misused

Instructional Methods/Time: L/15

Job Knowledge Test # 25

Number of Test Items - 10

UNIT 10.0

MAKING RECOMMENDATIONS TO THE COURT

Unit Instructional Time - 25:45

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 10.1: COURT REPORTS AND PRESENTATIONS

Module Instructional Time: 6:00

PERFORMANCE OBJECTIVES:

- 10.1.1 Identify the elements of court reports that are mandated by the Penal and W & I Codes.

Instructional Methods/Time: L/20
Job Knowledge Test # 26
Number of Test Items - 1

- 10.1.2 Identify the purpose and essential content of the following types of court reports:

- . Presentence
- . Fitness hearing
- . Termination of probation
- . Violation of probation

Instructional Methods/Time: L/60
Job Knowledge Test # 27
Number of Test Items - 10

- 10.1.3 Identify the key principles for writing court reports and/or making presentations to the court. For example:

- . Explicit linkage of evaluation and recommendations to objectively presented case facts
- . Use of professional language/terminology
- . Accuracy and comprehensiveness
- . Concise language
- . Logical organization
- . Chronological order of presentation

Instructional Methods/Time: L, DM, RP, PF/90
Job Knowledge Test # 28
Number of Test Items - 5

- 10.1.4 Identify the time frames within which petitions must be filed in Juvenile Court, using the Juvenile Court Rules and the W & I Code for reference.

Instructional Methods/Time: L/20
Job Knowledge Test # 26
Number of Test Items - 1

- 10.1.5 Identify the forms required for filing a petition in Juvenile Court.

Instructional Methods/Time: L/20
Job Knowledge Test # 26
Number of Test Items - 1

10.1.6 Identify the roles of the key figures in court. For example:

- . Judge
- . Attorneys
- . Probation Officer
- . Marshall
- . Bailiff
- . Court reporter
- . Court clerk
- . Interpreters

Instructional Methods/Time: L/15

Job Knowledge Test # 26

Number of Test Items - 2

10.1.7 Identify the consequences of poor performance in Court by a Probation Officer. For example:

- . Late reports may result in a poor Court decision on the case
- . Poor performance may undermine the Court's confidence in the PO and the Department
- . Poor performance can result in criminal or civil liabilities, contempt of Court for the PO and the Department
- . Testimony may be impeached

Instructional Methods/Time: L/45

Job Knowledge Test # 26

Number of Test Items - 2

10.1.8 Identify the principles for appearing in Court. For example:

- . Prior to your appearance, contact the person who has called you to Court
- . Review all relevant source materials prior to the appearance
- . Answer questions directly and without elaboration
- . Be prepared to say "I don't know"
- . Do not offer confidential information

Instructional Methods/Time: L/60

Job Knowledge Test # 26

Number of Test Items - 2

10.1.9 Given verbal descriptions of a Probation Officer's appearance and behavior in Court, identify examples of good and poor courtroom dress and demeanor. For example:

- . Addressing the judge
- . Where and how to sit
- . Procedure for being sworn in

Instructional Methods/Time: L, C, VF or DM/30

Job Knowledge Test # 26

Number of Test Items - 1

MODULE 10.2: DISPOSITIONAL ALTERNATIVES IN JUVENILE CASES
(W & I 601 or 602)

Module Instructional Time: 4:45

PERFORMANCE OBJECTIVES:

- 10.2.1 Identify the role of the Probation Officer's recommendation in the disposition of a juvenile case.

Instructional Methods/Time: L/15
Job Knowledge Test # 29
Number of Test Items - 1

- 10.2.2 Identify and give examples of the range of alternative dispositions locally available, including (as applicable):

- . Ward of court (W & I 725b)
- . Probation without wardship (W & I 725a)
- . Dismissal (W & I 653 and 782)
- . Dismissal and Informal Supervision (W & I 654)

Instructional Methods/Time: L, C, D/60
Job Knowledge Test # 29
Number of Test Items - 6

- 10.2.3 Identify the advantages and disadvantages of the alternative dispositions identified in Objective 10.2.2.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 29
Number of Test Items - 1

- 10.2.4 Identify the purpose and content of the disposition report to the Court.

Instructional Methods/Time: L/15
Job Knowledge Test # 29
Number of Test Items - 1

- 10.2.5 Identify the principle of escalating alternatives for wardship.

Instructional Methods/Time: L, C, D/15
Job Knowledge Test # 29
Number of Test Items - 1

10.2.6 Identify the major factors used to justify different placements for a juvenile. For example:

- . Age
- . Type and seriousness of offense
- . Mental, physical, and emotional condition of the juvenile
- . Family situation
- . Type of supervision/treatment method
- . Resources available
- . "Best interests of the individual"
- . Protection of the community
- . Pre-placement preventative services

Instructional Methods/Time: L, C, D/60
Job Knowledge Test # 30
Number of Test Items - 10

10.2.7 Identify the following escalating wardship alternatives and the justification required for each placement decision using the principle of escalating alternatives.

- . Home
- . Home of relative
- . Foster home
- . Private institution
- . Juvenile Hall
- . Ranch or camp
- . California Youth Authority

Instructional Methods/Time: L, C, D/60
Job Knowledge Test # 29
Number of Test Items - 10

10.2.8 Identify the possible positive and negative consequences of a good or poor disposition/conditions of probation recommendation by the Probation Officer.

Instructional Methods/Time: L, C, D/30
Job Knowledge Test # 29
Number of Test Items - 1

MODULE 10.3: WRITING REPORTS TO JUVENILE COURT

Module Instructional Time: 6:00

PERFORMANCE OBJECTIVES:

10.3.1 Given a complete investigation file on a juvenile offender, generate a written court report using the Codes, Juvenile Court Rules, and sample Department Policy Manual for reference. This report will be organized into three sections as follows and cover the topics indicated.

- . Current Offense Information
 - Sustained allegations
 - Additional pled/proven allegations (enhancements)
- . Social Study
 - Family background
 - School record
 - Offense history
 - Medical/psychological history
 - Employment history
 - Substance abuse
 - Community behavior
 - Victim impact statement
- . Evaluation and Recommendations
 - Evaluation of all the facts presented in the first two sections of the report
 - Recommendations regarding time of confinement and/or conditions of probation

Instructional Methods/Time: L, C, DM, PF/360

Written Skills Test # 18

MODULE 10.4: DISPOSITIONAL ALTERNATIVES IN ADULT CASES

Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

10.4.1 Identify the range of alternative dispositions locally available including (as applicable):

- . Prison or jail (no probation)
- . Straight fine
- . Court probation with jail, fine, or neither
- . Supervised probation with jail, fine, or neither
- . Other county-specific options
- . California Youth Authority
- . Diversion (Pre-Trial)

Instructional Methods/Time: L, C, D/60

Job Knowledge Test # 31

Number of Test Items = 5

10.4.2 Identify the advantages and disadvantages of the alternative dispositions identified in Objective 10.4.1.

Instructional Methods/Time: L, C, D/30

Job Knowledge Test # 29

Number of Test Items = 1

10.4.3 Identify the major factors used to justify different recommendations for an adult offender. For example:

- . Protection of the community
- . Previous grants of probation
- . Age
- . Type and seriousness of the offense
- . Mental, physical, and emotional condition of the offender
- . Family situation/support system in the community
- . Type of supervision/treatment method
- . Resources available
- . "Best interests of the individual"
- . Previous success or failure in community programs

Instructional Methods/Time: L, C, D/60

Job Knowledge Test # 29

Number of Test Items = 1

10.4.4 Identify the possible positive and negative consequences of a good or poor sentencing/conditions of probation recommendation by the Probation Officer.

Instructional Methods/Time: L, C, D/30

Job Knowledge Test # 29

Number of Test Items = 1

MODULE 10.5: WRITING A COURT REPORT ON AN ADULT OFFENDER

Module Instructional Time: 6:00

PERFORMANCE OBJECTIVES:

10.5.1 Given a complete investigation file on an adult defendant, generate a written court report using the Codes, Criminal Court Rules, and sample Department Policy Manual for reference. This report will be organized into three sections as follows and cover the topics indicated.

Current Offense Information

- Sustained allegations
- Additional pled/proven allegations (enhancements)

Social Study

- Family background
- School record
- Offense history
- Medical/psychological history
- Employment history
- Substance abuse
- Community behavior
- Victim impact statement

Evaluation and Recommendations

- Evaluation of all the facts presented in the first two sections of the report
- Recommendations regarding time of confinement and/or conditions of probation

Instructional Methods/Time: L, C, DM, PF/360

Written Skills Test # 19

UNIT 11.0

ESTABLISHING A CASEWORK RELATIONSHIP

Unit Instructional Time - 17:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 11.1: COURT ORDERS

Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

- 11.1.1 Identify the legal obligations the Court Order places upon the Probation Officer.

Instructional Methods/Time: L/20

Job Knowledge Test # 32

Number of Test Items - 3

- 11.1.2 Identify the general conditions of probation and any special conditions that might be applicable to a case involving the following:

- . Drug offense
- . Sex offense
- . Crime against a person
- . Crime against property
- . Gang affiliation related offense
- . Theft offense

Instructional Methods/Time: L/40

Job Knowledge Test # 32

Number of Test Items - 6

MODULE 11.2: PREPARATION FOR THE ORIENTATION MEETING WITH THE PROBATIONER

Module Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

11.2.1 Identify the reasons for the importance of the initial interview with the new probationer. For example:

- . Sets tone for future contacts
- . Provides important opportunity to gather additional information for case planning, assessment
- . Establishes the probationer's status as a probationer

Instructional Methods/Time: L/15

Job Knowledge Test # 32

Percentage of Test Items = 8%

11.2.2 Given a new probationer's file and the Court Order, generate a list of interview questions for an initial interview.

Instructional Methods/Time: L, C, DM, PF/45

Written Skills Test # 20

11.2.3 Identify the advantages of having the initial interview with a new probationer in:

- . The Probation Officer's office
- . The Probationer's home
- . A neutral setting

Instructional Methods/Time: L/15

Job Knowledge Test # 32

Percentage of Test Items = 8%

11.2.4 Identify the alternative methods for contacting a probationer. For example:

- . Telephone
- . Mail
- . Through the Court
- . Home visit
- . Contact relatives
- . Contact employer

Instructional Methods/Time: L/15

Job Knowledge Test # 32

Percentage of Test Items = 8%

MODULE 11.3: CONDUCTING THE ORIENTATION MEETING

Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

11.3.1 In a simulated initial interview with a new probationer, demonstrate the following.

- . Explain the conditions of probation in simple terms
- . Explain search and seizure rights
- . Explain criminal justice system - process and role of probation officer - in simple terms
- . Explain specific next steps that must be taken
- . Answer questions on any of the above
- . Obtain probationer's signature indicating understanding of the conditions of probation
- . Negotiate a payment schedule for fines or restitution
- . Agree upon goals

During this interview, the trainee may use any of the following materials for reference purposes: Relevant Code, Judicial Council Rules, Department Policy Manuals, Probationer's file, Court Order, test interpretation materials or aids, Interview forms, Need/Risk Assessment forms or other materials, and/or notes made in preparation for the interview.

Instructional Methods/Time: L, C, VF or DM, PF/240
Behavioral Skills Test # 5

MODULE 11.4: CONDUCTING THE ASSESSMENT INTERVIEW WITH THE PROBATIONER
Module Instructional Time: 7:00

PERFORMANCE OBJECTIVES:

11.4.1 Identify the key things to observe or question during the assessment interview using items in the local Risk and Need Assessment System. If no formal system is used, the following items should be included:

- . Behavior suggesting anger, aggressiveness, paranoia, lack of remorse, general mood, rapid shifts in affect
- . Plans for future and decisions completed
- . Living arrangements
- . Financial condition
- . Family relations and stability
- . Medication
- . History of being a victim
- . Degree of involvement in interview
- . Signs of psychological or physical health problems
- . Employment status
- . Motivation to comply and to succeed
- . Degree of acceptance of responsibility for own behavior

Instructional Methods/Time: L, C/180
Job Knowledge Test # 33
Number of Test Items - 10

11.4.2 Given a sample case file on a new probationer, generate an interview plan including topics to be covered and questions to be asked.

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 21

11.4.3 Given a sample case file on a new probationer, demonstrate the use of the local Risk and Need Assessment System or generate a written assessment of the probationer's needs and level of risk.

Instructional Methods/Time: L, C, DM/ PF/210
Written Skills Test # 22

MODULE 11.5: ESTABLISHING CASE GOALS AND PLANS

Module Instructional Time: 3:30

PERFORMANCE OBJECTIVES:

- 11.5.1 Identify the criteria by which case plans should be evaluated.
For example:

- . Fulfill conditions of probation specified in Court Order
- . Behavioral specificity
- . Realistic
- . Acceptable to both Probation Officer and probationer where possible
- . Congruence with need and risk assessment
- . Appropriateness given the charge and the sentence

Instructional Methods/Time: L/30

Job Knowledge Test # 32

Number of Test Items = 3

- 11.5.2 Given a case file completed through to the point of setting up a case plan and goals, generate a written case plan which includes the following items:

- . Behaviorally specific, measurable case goals
- . Specific case treatment goals
- . Pattern of supervision including frequency and type of contact
- . Areas in which special assistance or monitoring would help the probationer meet case goals

In writing the case plan and goals, the trainee will have access to any or all the materials available on the case and any special reference materials (e.g., PDR, Codes) needed.

Instructional Methods/Time: L, C, DM, PF/180

Written Skills Test # 23

UNIT 12.0

MONITORING PROBATIONER PERFORMANCE

Unit Instructional Time - 7:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 12.1: PERSONAL CONTACTS WITH PROBATIONER

Module Instructional Time: 5:15

PERFORMANCE OBJECTIVES:

- 12.1.1 Given a description of an interaction between a Probation Officer and a probationer, generate a chronological entry which meets the monitoring and record-keeping requirements of PC 1203.10.

Instructional Methods/Time: L, C, DM, PF/30
Written Skills Test # 24

- 12.1.2 Identify the reasons for making personal contact with the probationer. For example:

- . May be required by conditions of probation
- . Opportunity to observe probationer behavior directly (e.g., signs of substance abuse)
- . Reinforces probationary status and the need to fulfill conditions of probation
- . Assures probationer accountability
- . Legal liability for negligence

Instructional Methods/Time: L, D/20
Job Knowledge Test # 34
Number of Test Items - 2

- 12.1.3 Identify the reasons for the importance of visiting and observing the probationer in a variety of settings.

Instructional Methods/Time: L, D/10
Job Knowledge Test # 34
Number of Test Items - 1

- 12.1.4 Identify potential problems involved in visiting a probationer at work.

Instructional Methods/Time: L, D/10
Job Knowledge Test # 34
Number of Test Items - 1

- 12.1.5 Identify the safety issues for making a field visit to a probationer. For example:

- . Inform office of where you are going, who you are visiting, and estimated time of return
- . Upon arrival at site of visit, assess risks as indicated by your understanding of the case and problem indicators (e.g., noises, parties, odors, dogs, signs of alcohol consumption)

Instructional Methods/Time: L, D/45
Job Knowledge Test #34
Number of Test Items - 2

- 12.1.6 Identify department policy regarding when a Probation Officer should be accompanied by a police officer when making a field visit to a probationer. Trainee will have access to any relevant reference materials (e.g., Department Policy Manual).

Instructional Methods/Time: L, D/15
Job Knowledge Test # 34
Number of Test Items - 1

- 12.1.7 Identify procedure for taking a urine sample as specified in the Department Policy and Procedures.

Instructional Methods/Time: L, DM/20
Job Knowledge Test # 34
Number of Test Items - 1

- 12.1.8 Given a sample case file, generate an interview plan that includes the following items:

- . Purpose of the interview
- . Questions to be asked
- . Risk assessment and need for assistance
- . Location of interview (field or office)
- . Time of day for interview
- . Special consideration (e.g., male PO with female probationer)

Instructional Methods/Time: L, C, DM, PF/45
Written Skills Test # 25

- 12.1.9 Given sample descriptions of interpersonal situations, identify those that have a high potential for assaultive behavior.

Instructional Methods/Time: L/60
Job Knowledge Test # 35
Number of Test Items - 5

- 12.1.10 Given descriptions of interpersonal situations that may or have escalated to violence, identify behavioral descriptions of appropriate probation officer actions.

Instructional Methods/Time: L/45
Job Knowledge Test # 36
Number of Test Items - 10

12.1.11 Identify the steps that can be taken to prevent violent interpersonal situations. For example:

- . Probation Officer sets terms, conditions, and location of meetings
- . Avoids situations that place the Probation Officer at a disadvantage

Instructional Methods/Time: L/15
Job Knowledge Test # 34
Number of Test Items - 7

MODULE 12.2: OTHER SOURCES OF INFORMATION

Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

- 12.2.1 Given a sample case study, identify those individuals who should be contacted during the course of the case, the frequency of contact, and the purpose of the contact.

Instructional Methods/Time: L, C, DM, D/30

Written Skills Test # 26

- 12.2.2 Identify procedure for obtaining the following:

- . Department payment reports
- . Police citations and bookings

Instructional Methods/Time: L/30

Job Knowledge Test #37

Number of Test Items - 4

- 12.2.3 Identify the key things to look for in checking reports submitted by the probationer. These include:

- . Contacts with police (e.g., arrests)
- . Changes in place of residence, work, school
- . Omissions in the report
- . Discrepancies from other known facts
- . Discrepancies from plan for paying fines, restitution, other payments

Instructional Methods/Time: L/30

Job Knowledge Test # 37

Number of Test Items - 4

- 12.2.4 Identify the sources of information against which to check reports. For example:

- . Department payment records
- . Police citations and bookings
- . Referral or placement agency staff and/or administrators

Instructional Methods/Time: L/15

Job Knowledge Test # 37

Number of Test Items - 2

UNIT 13.0

RESPONDING TO PROBATIONER PERFORMANCE

Unit Instructional Time - 7:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 13.1: VIOLATIONS OF PROBATION OR NEW LAW VIOLATIONS

Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

13.1.1 Identify the reasons for periodic review and response to probationer behavior. For example:

- . Required by law where behavior violates conditions of probation or another law
- . Required to maintain safety of community
- . Reinforcement of progress is central to the rehabilitation process
- . Status may call for changes in frequency of contact thus allowing the Probation Officer to focus attention on cases with higher level of risk or need

Instructional Methods/Time: L, D/30

Job Knowledge Test # 38

Number of Test Items = 1

13.1.2 Given a verbal description of an incident, classify the behavior of the person(s) involved as legal or illegal using the relevant Codes for reference.

Instructional Methods/Time: L, C, DM, D, PF/45

Job Knowledge Test # 38

Number of Test Items = 5

13.1.3 Given sample cases, generate alternative ways of responding to probationer behavior (e.g., informal handling, arrest) and advantages/disadvantage of each alternative.

Instructional Methods/Time: L, C, DM, D, PF/60

Written Skills Test # 27

13.1.4 Given a sample case, generate a violation of probation report and an appropriate recommendation on the case using the relevant Codes for reference.

Instructional Methods/Time: C, DM, PF/60

Written Skills Test # 27

13.1.5 Identify the time frames within which a case must be filed using Department and Court Policy reference materials.

Instructional Methods/Time: L/15

Job Knowledge Test # 38

Number of Test Items = 2

13.1.6 Identify the consequence of inappropriate response to a new law violation or violation of the conditions of probation. For example:

- . Danger to the community
- . Legal liability for failure to report such ,
- . Improper handling may undermine the case against the probationer

Instructional Methods/Time: L, D/30
Job Knowledge Test # 38
Number of Test Items - 1

MODULE 13.2: COMMUNICATIONS WITH OTHER AGENCIES ABOUT THE PROBATIONER

Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

- 13.2.1 Identify the responsibilities of the Probation Officer in terms of notifying authorities of new law violations and provision of assistance in police investigations.

Instructional Methods/Time: L, D/30

Job Knowledge Test # 38

Number of Test Items = 2

- 13.2.2 Identify the reasons for the importance of cooperation between the Probation and Police Departments.

Instructional Methods/Time: L, D/15

Job Knowledge Test # 38

Number of Test Items = 1

- 13.2.3 Given examples of probationer intentions or behavior, generate decisions on whether an outside agency or person should be contacted and rationale for those decisions using C.O.R.I., case law materials, and sample Department Policy Manuals for reference.

Instructional Methods/Time: L, C, D, DM, PF/15

Job Knowledge Test # 38

Number of Test Items = 3

MODULE 13.3: MODIFICATIONS OF CASE PLAN

Module Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

- 13.3.1 Given a case study including progress reports, reassess the probationer's status with respect to case goals and generate a written plan suggesting modification of plan or other specific responses to probationer's behavior. This plan must be consistent with the original court order.

Instructional Methods/Time: L, C, D, DM, PF/120

Written Skills Test # 28

UNIT 14.0

PROVIDING COUNSELING AND ASSISTANCE

Unit Instructional Time = 14:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 14.1: RESPONDING TO PROBATIONER QUESTIONS AND REQUESTS

Module Instructional Time: 7:00

PERFORMANCE OBJECTIVES:

14.1.1 Identify the following "rules of thumb" for responding to probationer's questions:

- . Do not respond to personal questions
- . Give honest, straightforward answers
- . If you do not know, say so
- . You do not know the answer to a question, but can find out or refer to someone who does
- . Watch for ulterior motives and hidden agendas
- . Remember that comments are made and questions are asked at a particular time for a particular reason

Instructional Methods/Time: L, D/30

Job Knowledge Test # 39

Number of Test Items - 2

14.1.2 Given a sample of probationer questions/comments, identify those that may suggest "hidden agendas." Types of questions/comments that fall in this category include:

- . Questions regarding when PO will visit
- . "By the way" leads at the end of an interview
- . Questions about PO's ability to obtain police records
- . Inability to urinate for test

Instructional Methods/Time: L, D, PF/30

Job Knowledge Test # 39

Number of Test Items - 1

14.1.3 Identify the reasons for listening and responding to probationer's questions. For example:

- . Active listening can diffuse a crisis
- . Establishes a basic relationship
- . Establishes the authority and credibility of the Probation Officer
- . Helps the probationer avoid pitfalls and succeed
- . Demonstrates the Probation Officer's interest in the probationer

Instructional Methods/Time: L, D/30

Job Knowledge Test # 39

Number of Test Items - 2

14.1.4 Given a brief case description, generate answers and/or follow-up questions to sample questions from the probationer in the following areas:

- . Out-of-country or out-of-state leave or transfer
- . Jobs
- . Possession of a firearm, other weapons
- . Placement
- . Reason for meeting with PO
- . Request to speak with supervisor or change to new PO

Instructional Methods/Time: L, C, DM, RP, PF/90
Written Skills Test # 29

14.1.5 Identify the process and legal requirements for Interstate Compact Supervision (PC 1203 for adults; W & I 1300 for juveniles) using the Penal and W & I Codes for reference.

Instructional Methods/Time: L/45
Job Knowledge Test # 39
Number of Test Items - 2

14.1.6 Identify the process and legal requirements for intercounty transfer using the relevant Code for reference.

Instructional Methods/Time: L/30
Job Knowledge Test # 39
Number of Test Items - 2

14.1.7 Identify the definition, parameters, and application of courtesy supervision using the relevant Codes for reference.

Instructional Methods/Time: L/15
Job Knowledge Test # 39
Number of Test Items - 2

14.1.8 Given a case study in which the probationer requests permission to leave the county temporarily, generate a decision regarding permission and a rationale for that decision. This decision must encompass the following considerations:

- . Where, when, why, and with whom the probationer is going
- . Degree to which case plan will be disrupted
- . Specificity of court order regarding leaving
- . Nature of offense and possible relationship to probationer request
- . Time of day or week of request.

Instructional Methods/Time: L, C, D, DM/45
Written Skills Test # 30

14.1.9 Given a case study in which the probationer requests permanent leave from or within the state, generate a decision and rationale regarding leave which considers factors noted in Objective 14.1.8 and the following where applicable:

- . Costs/benefits to the probationer vs. potential costs of extradition
- . Extent to which terms of probation have been met to-date
- . Extent to which extradition laws or policies apply in the case
- . Nature and seriousness of the offense
- . Possibility of courtesy supervision
- . Degree to which request meets legal requirements for transfer (PC 1203.9 for transfer of jurisdiction within state and W & I 750-755 for transfer of wardship within state)
- . Impact on receiving jurisdiction

Instructional Methods/Time: L, C, D, DM/60
Written Skills Test # 30

14.1.10 Identify the reasons for transferring a non-resident case to county of residence. For example:

- . Legal mandates (e.g., proper court jurisdiction)
- . Efficient delivery of probation services, protection of community, and fulfillment of the conditions of probation
- . Department budgetary limitations
- . Benefit to probationer (e.g., new job, home opportunities, opportunity to get away from negative environment)

Instructional Methods/Time: L/30
Job Knowledge Test # 39
Number of Test Items - 2

14.1.11 Identify the procedure for transferring a non-resident case.

Instructional Methods/Time: L/15
Job Knowledge Test # 39
Number of Test Items - 2

MODULE 14.2: PROBLEM ASSESSMENT

Module Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

- 14.2.1 Given case studies describing problems of probationers and/or their families, generate an assessment of the nature and severity of the problem(s) and the Probation Officer's ability to counsel or assist in each situation.

Instructional Methods/Time: L, C, D, DM, PF/60
Written Skills Test # 31

- 14.2.2 Given samples of probationer and/or family problems, generate a list of possible referral sources and community resources in the local area.

Instructional Methods/Time: L, DM/60
Written Skills Test # 31

- 14.2.3 Given case studies describing problems of probationers and/or their families, classify in terms of the type of problem indicated (e.g., alcohol, sexual abuse, relationships, employment).

Instructional Methods/Time: L, C, DM, PF/60
Job Knowledge Test # 40
Number of Test Items - 5

MODULE 14.3: CRISIS INTERVENTION COUNSELING

Module Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 14.3.1 Given a verbal description of a crisis situation in which one or more persons are emotionally upset, identify appropriate responses for the Probation Officer to take.

Instructional Methods/Time: L, C, DM, RP, PF/60

Job Knowledge Test #41

Number of Test Items - 10

- 14.3.2 Given a verbal description of an interpersonal conflict, identify appropriate responses for the Probation Officer to take to resolve or facilitate the resolution of the conflict.

Instructional Methods/Time: L, C, DM, RP, PF/60

Job Knowledge Test # 42

Number of Test Items - 10

- 14.3.3 Given a verbal description of a suicide threat, identify the appropriate responses by the Probation Officer.

Instructional Methods/Time: L, C, DM, RP, PF/60

Job Knowledge Test # 43

Number of Test Items - 10

- 14.3.4 Given a verbal description of a situation involving a drug overdose, identify appropriate responses by the Probation Officer.

Instructional Methods/Time: L, C/60

Job Knowledge Test # 44

Number of Test Items - 10

UNIT 15.0

TRANSPORT

Unit Instructional Time = 1:45

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objective are presented for the purpose of noting their importance within the modules of instruction.

MODULE 15.1: PREPARATION FOR TRANSPORT

Module Instructional Time: 0:45

PERFORMANCE OBJECTIVES:

15.1.1 Identify the steps to follow in preparing to transport a probationer. These are:

- . Determine reason for transport
- . Determine appropriateness of transport given Departmental Policy
- . Plan route to destination and parking
- . Determine the appropriate level of security
- . Search transportation vehicle and assure that it is operable
- . Search probationer if appropriate
- . Apply mechanical restraint if appropriate

Instructional Methods/Time: L, D/45

Job Knowledge Test # 45

Number of Test Items - 6

MODULE 15.2: TRANSPORT PROCEDURE

Module Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

- 15.2.1 Given verbal descriptions of transport situations, generate an appropriate plan for conducting each transport.

Instructional Methods/Time: L, C, DM, PF/45

Written Skills Test # 32

- 15.2.2 Identify the consequences of failure to take proper precautions and/or follow procedure in transporting a probationer.

Instructional Methods/Time: L, D/15

Job Knowledge Test # 45

Number of Test Items = 4

UNIT 16.0

CASE MANAGEMENT

Unit Instructional Time - 1:45

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the performance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 16.1: PRIORITY SETTING

Module Instructional Time: 1:45

PERFORMANCE OBJECTIVES:

- 16.1.1 Identify the potential consequences of failure to meet filing and court deadlines.

Instructional Methods/Time: L/15

Job Knowledge Test #46

number of Test Items - 5

- 16.1.2 Given a sample set of cases, generate a schedule for completing the steps required (e.g., interview defendant, obtain written records from outside sources) prior to filing court deadlines, using all relevant sources.

Instructional Methods/Time: L, C, DM, PF/45

Written Skills Test # 33

- 16.1.3 Given a sample set of cases to be handled during a given time period (e.g., one week), generate a work schedule and a rationale for the priority level assigned to the tasks in the schedule.

Instructional Methods/Time: L, C, DM, PF/45

Written Skills Test # 33

UNIT 17.0

PUBLIC RELATIONS

Unit Instructional Time - 1:00

* The instructional time assigned to the units and modules are presented in "dedicated" timeframes. The instructional times assigned to the jperformance objectives are presented for the purpose of noting their importance within the modules of instruction.

MODULE 17.1. IMPORTANCE OF GOOD PUBLIC RELATIONS

Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

17.1.1 Identify the reasons for responding positively and professionally to questions from citizens. These include:

- . Helps establish and maintain a positive public image of the Department and the profession
- . Probation Departments are dependent on public funding and therefore need public support
- . Questions provide an opportunity to communicate and clarify the mission and role of the Probation Officer/Department in the criminal justice system and process
- . Probation Department is legally mandated to serve the public
- . Information obtained during these communications can be valuable source of input to the planning and implementation of probation programs

Instructional Methods/Time: L, D/30

Job Knowledge Test # 47

Number of Test Items - 6

MODULE 17.2:RESPONDING TO QUESTIONS, REQUESTS, AND/OR COMMENTS FROM THE
PUBLIC

Module Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

17.2.1 Identify the most common types of questions asked by citizens.
For example:

- . Legal questions
- . Department policy and procedure questions
- . Neighborhood problems
- . Requests for speakers
- . Family problems, runaways

Instructional Methods/Time: L/30

Job Knowledge Test # 47

Number of Test Items - 4

6. JOB KNOWLEDGE TEST BY PERFORMANCE OBJECTIVE INDEX

The Test by Performance Objective Index shows the assignment of performance objectives to specific job knowledge, written skills, or behavior skills tests. Each test represents a knowledge or skill area that is composed of one or more performance objectives.

Together with the information provided for each objective in Section 5 of this manual, the Test by Performance Objective Index provides a framework for constructing tests to be used in the course. The following steps are recommended.

1. Identify the performance objective(s) to be covered in the test you wish to construct. This is indicated in the right-hand column of the index.
2. To develop a Job Knowledge Test:
 - . Determine the number of multiple choice items to be included in the test. This is shown in parentheses in the left hand column of the index.
 - . Locate in Section 5 of this manual the performance objectives that are to be included in the test. A "number of test items" specification is shown for each objective. This specification indicates the approximate number of items within the test that should be drawn from a particular objective.
 - . Prepare test items.
 - . Determine testing time by multiplying the number of test items by one minute.
3. To develop a Written or Behavior Skills Test:
 - . Determine the recommended average testing time for each trainee. This estimate is shown in parentheses in the Written Skills Test or Behavior Skills Test column in the index.
 - . Locate in Section 5 of this manual the performance objective which is to be covered by the test.
 - . Prepare test that can be completed by each trainee in the recommended testing time.
 - . For Written Skills Tests, total testing time is indicated in parentheses in the left hand column of the index.
 - . For Behavior Skills Tests, determine total testing time by multiplying the average testing time by the number of trainees in the class.

TEST BY PERFORMANCE OBJECTIVE INDEX

Job Knowledge Test # (No. of Items)

Performance Objectives

1 (10)	1.1.1, 1.2.3, 1.2.4, 1.3.3, 1.3.5
2 (10)	1.2.5
3 (5)	1.3.4
4 (10)	1.3.6
5 (15)	2.1.1, 2.2.1, 2.2.3
6 (10)	2.2.2
7 (20)	2.3.1
8 (15)	3.1.1
9 (10)	3.2.1
10 (10)	3.2.2 - 3.2.4
11 (15)	4.1.2, 4.2.1, 4.2.2 , 4.4.2-4.4.4
12 (5)	4.2.3
13 (5)	4.3.1
14 (10)	4.4.1
15 (30)	6.1.1 - 6.1.3, 6.2.1, 6.2.3, 6.2.4, 6.2.8 - 6.2.12, 6.2.14 - 6.2.20, 6.2.25, 6.3.2, 6.3.5, 6.3.7, 6.3.8,
16 (10)	6.2.2
17 (15)	6.2.24
18 (15)	6.3.1
19 (30)	7.1.1, 7.1.3 - 7.1.15, 7.1.17 - 7.1.26
20 (30)	7.2.1 - 7.2.3, 7.2.6, 7.2.9, 7.2.11, 7.2.12, 7.2.13, 7.2.15, 7.2.16, 7.2.18, 7.2.21
21 (10)	7.2.4
22 (5)	7.2.19
23 (10)	8.1.1 - 8.2.3
24 (10)	9.1.1
25 (5)	9.1.2
26 (10)	10.1.1, 10.1.4 - 10.1.9
27 (10)	10.1.2
28 (5)	10.1.3
29 (15)	10.2.1 - 10.2.5, 10.2.7, 10.2.8, 10.4.2 - 10.4.4
30 (10)	10.2.6
31 (5)	10.4.1
32 (15)	11.1.1 - 11.2.1, 11.2.3, 11.2.4, 11.5.1
33 (10)	11.4.1
34 (15)	12.1.2 - 12.1.7, 12.1.11
35 (5)	12.1.9
36 (10)	12.1.10
37 (10)	12.2.2 - 12.2.4
38 (15)	13.1.1, 13.1.2, 13.1.5, 13.1.6, 13.2.1 - 13.2.3
39 (15)	14.1.1 - 14.1.3, 14.1.5 - 14.1.7, 14.1.10, 14.1.11
40 (5)	14.2.3
41 (10)	14.3.1

TEST BY PERFORMANCE OBJECTIVE INDEX

<u>Job Knowledge Test # (No. of Items)</u>	<u>Performance Objectives</u>
42 (10)	14.3.2
43 (10)	14.3.3
44 (10)	14.3.4
45 (10)	15.1.1, 15.2.2
46 (5)	16.1.1
47 (10)	17.1.1 - 17.2.1

<u>Written Skills Test # (Time)</u>	<u>Performance Objectives</u>
1 (5 min.)	4.1.1
2 (5 min.)	6.1.4
3 (10 min.)	6.2.5, 6.2.6, 6.2.7
4 (10 min.)	6.2.13
5 (5 min.)	6.2.21
6 (5 min.)	6.2.26
7 (15 min.)	6.3.3, 6.3.4, 6.3.6
8 (3 min.)	7.1.2
9 (7 min.)	7.1.16
10 (15 min.)	7.2.5
11 (5 min.)	7.2.7
12 (10 min.)	7.2.10
13 (5 min.)	7.2.14
14 (10 min.)	7.2.17
15 (5 min.)	7.2.20
16 (5 min.)	7.2.22
17 (5 min.)	7.2.24
18 (60 min.)	10.3.1
19 (60 min.)	10.5.1
20 (5 min.)	11.2.2
21 (5 min.)	11.4.2
22 (10 min.)	11.4.3
23 (30 min.)	11.5.2
24 (5 min.)	12.1.1
25 (30 min.)	12.1.8
26 (5 min.)	12.2.1
27 (20 min.)	13.1.3, 13.1.4
28 (15 min.)	13.3.1
29 (15 min.)	14.1.4
30 (30 min.)	14.1.8, 14.1.9
31 (15 min.)	14.2.1, 14.2.2
32 (5 min.)	15.2.1
33 (15 min.)	16.1.2, 16.1.3

TEST BY PERFORMANCE OBJECTIVE INDEX (Continued)

<u>Behavior Skills Test # (Time)</u>	<u>Performance Objectives</u>
1 (6 min./trainee)	6.2.22, 6.2.23
2 (6 min./trainee)	6.2.27
3 (6 min./trainee)	7.2.8
4 (6 min./trainee)	7.2.23
5 (20 min./trainee)	11.3.1

7. PERFORMANCE OBJECTIVES BY TASK INDEX

In this section, the Performance Objectives by Core Task Index is presented. This index shows the relationship of each performance objective to one or more core tasks performed by Probation Officers.

An effective training course must provide trainees with knowledges and skills that are directly related to job performance. The following index documents the job-relatedness of each performance objective that has been included in the PO Basic Training Course. Because of space limitations, core tasks are listed by number in this index. Section 8, however, presents the tasks in their entirety. The task numbers shown in the following index correspond to the task numbers in the Section 8 task list. Together, these sections will enable the reader to study the relationships between core tasks and performance objective.

PROBATION OFFICER

PERFORMANCE OBJECTIVE BY TASK INDEX

<u>Performance Objective</u>	<u>Relevant Core Task</u>
1.1.1	All Core Tasks
1.2.1	All Core Tasks
1.2.2	All Core Tasks
1.2.3	37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 50, 53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 145, 146, 154, 163, 170, 175, 230
1.2.4	37, 39, 42, 43, 46, 47, 48, 55, 56, 57, 60, 61, 62, 65, 66, 145, 146, 170, 175, 230
1.2.5	38, 39, 40, 42, 43, 45, 46, 47, 48, 53, 55, 56, 57, 61, 62, 65, 66, 101, 102, 105, 107, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 128, 129, 130, 131, 145, 146, 152, 153, 154, 155, 161, 164, 170, 171, 172, 173, 175, 176, 182, 230
1.3.1	Orientation
1.3.2	Orientation
1.3.3	1, 2, 10, 18, 19, 20, 22, 23, 24, 26, 27, 31, 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 141, 147, 154, 163, 230
1.3.4	1, 2, 10
1.3.5	53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 154, 230
1.3.6	1, 2 18, 19, 26, 36, 38, 39, 40, 42, 43, 45, 46, 47, 48, 53, 56, 57, 62, 101, 102, 105, 107, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 128, 129, 130, 131, 141, 147, 152, 153, 154, 155, 161, 164, 171, 172, 173, 176, 182, 230

Performance Objective

Relevant Core Task

2.1.1

1, 2, 10, 19, 20, 22, 23, 24, 26, 27, 31, 36,
37, 42, 43, 44, 46, 47, 48, 50, 53, 55, 56,
57, 60, 61, 62, 65, 66, 67, 68, 70, 71, 73,
74, 78, 79, 80, 87, 88, 89, 90, 91, 93, 94,
95, 96, 101, 102, 104, 105, 107, 108, 109,
111, 112, 113, 114, 115, 116, 117, 118, 119,
120, 121, 123, 126, 127, 128, 129, 130, 131,
139, 140, 141, 145, 146, 147, 152, 153, 154,
155, 161, 163, 164, 170, 171, 172, 173, 175,
176, 182, 189, 192, 193, 230, 231

2.2.1

1, 2, 10, 18, 19, 20, 22, 23, 24, 26, 27, 31,
36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47,
48, 50, 53, 55, 56, 57, 60, 61, 62, 65, 66,
101, 102, 105, 107, 108, 109, 111, 112, 113,
114, 115, 116, 117, 118, 119, 126, 127, 128,
129, 130, 131, 141, 145, 146, 147, 150, 154,
170, 171, 172, 173, 175, 176, 182, 189, 230,
231

2.2.2

1, 2, 10, 18, 19, 20, 22, 23, 24, 26, 27, 31,
36, 37, 38, 39, 40, 41, 42, 43, 44,
45, 46, 47, 48, 50, 53, 55, 56, 57, 60, 61,
62, 65, 66, 87, 88, 89, 90, 91, 93, 101, 102,
105, 107, 108, 109, 111, 112, 113, 114, 115,
116, 117, 118, 119, 120, 121, 123, 125, 126,
127, 128, 129, 130, 131, 141, 145, 146, 147,
150, 154, 163, 170, 171, 172, 173, 175, 176,
182, 189, 230, 231

2.2.3

1, 2, 10, 18, 19, 20, 22, 23, 24, 26, 27, 31,
36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46,
47, 48, 50, 53, 55, 56, 57, 60, 61, 62, 65,
66, 87, 88, 89, 90, 91, 93, 101, 102, 105,
107, 108, 109, 111, 112, 113, 114, 115, 116,
117, 118, 119, 120, 121, 123, 125, 126, 127,
128, 129, 130, 131, 141, 145, 146, 147, 150,
154, 163, 170, 171, 172, 173, 175, 176, 182,
189, 230, 231

2.3.1

1, 2, 10, 18, 19, 20, 22, 23, 24, 26, 27, 36,
37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47,
48, 49, 50, 53, 55, 56, 57, 60, 61, 62, 65,
66, 87, 88, 89, 90, 91, 93, 101, 102, 105,
107, 108, 109, 111, 112, 113, 114, 115, 116,
117, 118, 119, 120, 121, 123, 125, 126, 127,
128, 129, 130, 131, 136, 141, 145, 146, 147,
150, 154, 163, 170, 171, 172, 173, 175, 176,
182, 189, 190, 192, 193, 230, 231

Performance ObjectiveRelevant Core Task

3.1.1	18, 19, 26, 41, 42, 43, 44, 46, 47, 48, 50, 87, 88, 89, 90, 91, 93, 95, 127, 128, 129, 130, 131, 171, 172, 173, 176, 182, 189, 190, 196, 231
3.2.1	18, 19, 26, 41, 42, 43, 44, 47, 48, 50, 87, 88, 89, 90, 91, 93, 95, 127, 128, 129, 130, 131, 136, 171, 172, 173, 176, 182, 189, 190, 196, 231
3.2.2	18, 19, 26, 41, 42, 43, 44, 46, 47, 48, 50, 87, 88, 89, 90, 91, 93, 95, 127, 128, 129, 130, 131, 136, 171, 172, 173, 176, 182, 189, 190, 196, 231
3.2.3	18, 19, 26, 41, 42, 43, 44, 50, 87, 88, 89, 90, 91, 93, 95, 127, 128, 129, 130, 131, 171, 172, 173, 189, 190, 196
3.2.4	18, 19, 26, 41, 42, 43, 44, 46, 47, 48, 50, 87, 88, 89, 90, 91, 93, 95, 127, 128, 129, 130, 131, 136, 171, 172, 173, 176, 182, 189, 190, 196, 231
4.1.1	1, 2, 20, 22, 23, 24, 70, 71, 73, 74, 94, 95, 96, 104, 136, 190, 192, 193
4.1.2	1, 2, 10, 18, 19, 20, 22, 23, 24, 70, 71, 73, 74, 94, 95, 96, 104, 136, 190, 192, 193
4.2.1	18, 20, 22, 70, 71, 73, 74, 94, 95, 96, 104, 136, 190, 192, 193
4.2.2	18, 20, 22, 70, 71, 73, 74, 94, 95, 96, 104, 136, 190, 192, 193
4.2.3	18, 20, 22, 70, 71, 73, 74, 94, 95, 96, 104, 136, 190, 192, 193
4.3.1	1, 2, 18, 19, 70, 71, 73, 74, 87, 88, 89, 90, 91, 93, 94, 96, 104, 136, 190, 192, 193
4.4.1	1, 2, 22, 23, 24, 94, 95, 96, 104, 136, 190, 192, 193
4.4.2	1, 2, 22, 23, 24, 94, 95, 96, 104, 136, 190, 192, 193

Performance ObjectiveRelevant Core Task

4.4.3	1, 2, 23, 24, 94, 95, 96, 104, 136, 190, 192, 193
4.4.4	1, 2, 23, 24, 94, 95, 96, 104, 136, 190, 192, 193
5.0	PC 832
6.1.1	1, 2, 10
6.1.2	1, 2, 10, 18
6.1.3	1, 2, 10
6.1.4	1, 2, 10
6.2.1	1, 2, 19, 20, 22, 23, 24, 26
6.2.2	1, 2, 10, 18, 19, 20, 22, 23, 24, 26
6.2.3	1, 2
6.2.4	1, 2
6.2.5	1, 2
6.2.6	1, 2
6.2.7	1, 2
6.2.8	18
6.2.9	18
6.2.10	18
6.2.11	19, 42, 43, 46, 47, 48
6.2.12	19, 42, 43, 46, 47, 48
6.2.13	19
6.2.14	26
6.2.15	26
6.2.16	26
6.2.17	26

<u>Performance Objective</u>	<u>Relevant Core Task</u>
6.2.18	26
6.2.19	1, 2, 20, 22
6.2.20	1, 2, 20, 22
6.2.21	20, 22
6.2.22	1, 2, 20, 22
6.2.23	20, 22
6.2.24	23, 24
6.2.25	23, 24
6.2.26	23, 24
6.2.27	23, 24
6.3.1	10, 27, 31, 53, 55, 56, 57, 60, 61, 62, 65, 66, 120, 121, 123, 147, 163, 230
6.3.2	10, 27, 31, 53, 55, 56, 57, 60, 61, 62, 65, 66, 120, 121, 123, 147, 163, 230
6.3.3	10, 27, 31, 53, 55, 56, 57, 60, 61, 62, 65, 66, 120, 121, 123, 147, 163, 230
6.3.4	10, 27, 31, 53, 55, 56, 57, 60, 61, 62, 65, 66, 120, 121, 123, 147, 163, 230
6.3.5	10, 27, 53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 147, 154, 163, 230
6.3.6	10, 27, 53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 147, 154, 163, 230
6.3.7	10, 31, 53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 147, 154, 163, 230
6.3.8	10, 31, 53, 55, 56, 57, 60, 61, 62, 65, 66, 112, 119, 120, 121, 123, 147, 154, 163, 230
7.1.1	37, 38, 40, 44, 45, 49
7.1.2	38, 40, 45, 49
7.1.3	38, 40, 45, 49

Performance ObjectiveRelevant Core Task

7.1.4	37, 38, 39, 44, 49
7.1.5	37, 38, 39, 44, 49
7.1.6	37, 38, 39, 44, 49
7.1.7	37, 38, 39, 44, 49
7.1.8	37, 39, 44, 49
7.1.9	37, 39, 44, 49
7.1.10	37, 39, 44, 49
7.1.11	37, 39, 44, 49
7.1.12	37, 39, 44, 49
7.1.13	37, 39, 44, 49
7.1.14	37, 39, 44, 49
7.1.15	37, 39, 44, 49
7.1.16	27, 37, 39, 44
7.1.17	37, 38, 39, 44, 49
7.1.18	37, 38, 39, 44, 49
7.1.19	37, 44, 48
7.1.20	37, 44, 48
7.1.21	37, 40, 44, 45
7.1.22	40, 45
7.1.23	37, 40, 44, 45
7.1.24	40, 45
7.1.25	37, 40, 44, 45
7.1.26	37, 40, 44, 45
7.2.1	38
7.2.2	38

Performance ObjectiveRelevant Core Task

7.2.3	37, 38, 44
7.2.4	37, 44
7.2.5	37, 44
7.2.6	37, 44
7.2.7	37, 44
7.2.8	37, 44
7.2.9	37, 41, 44
7.2.10	41
7.2.11	42, 44
7.2.12	42, 44
7.2.13	42, 44
7.2.14	42, 44
7.2.15	42, 43, 46, 47, 48, 49, 50
7.2.16	42, 43, 46, 47, 48, 49, 50
7.2.17	42, 43, 46, 47, 48, 49, 50
7.2.18	43, 50
7.2.19	43, 50
7.2.20	43, 50
7.2.21	43, 50
7.2.22	43, 50
7.2.23	43, 50
7.2.24	43, 50
8.1.1	87, 88, 89, 90, 91, 93
8.1.2	87, 88, 89, 90, 91, 93

Performance ObjectiveRelevant Core Task

8.1.3	87, 88, 89, 90, 91, 93
8.2.1	87, 88, 89, 90, 91, 93
8.2.2	87, 88, 89, 90, 91, 93
8.2.3	87, 88, 89, 90, 91, 93
9.1.1	53, 60, 94, 96, 104, 112, 119, 120, 121, 123, 124, 125, 132, 133, 134, 135, 136, 150, 154, 163, 190
9.1.2	53, 60, 95, 101, 102, 105, 107, 108, 109, 111, 112, 113, 119, 120, 121, 123, 124, 125, 132, 133, 134, 135, 136, 150, 154, 163, 171, 172, 173, 176, 182, 190, 192, 193, 196
10.1.1	27, 36, 55, 60, 61, 65, 66, 141, 145, 146, 170, 171, 172, 173, 175, 176, 182
10.1.2	27, 36, 55, 60, 61, 65, 66, 141, 145, 146, 170, 171, 172, 173, 175, 176, 182
10.1.3	27, 36, 55, 60, 61, 65, 66, 141, 145, 146, 170, 171, 172, 173, 175, 176, 182
10.1.4	27, 36, 60, 61, 65, 66, 141, 146, 171, 172, 173, 176, 182
10.1.5	27, 36, 60, 61, 65, 66, 141, 146, 171, 172, 173, 176, 182
10.1.6	36, 141, 171, 172, 173, 176, 182
10.1.7	36, 141, 171, 172, 173, 176, 182
10.1.8	36, 141, 171, 172, 173, 176, 182
10.1.9	36, 141, 171, 172, 173, 176, 182
10.2.1	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.2.2	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.2.3	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.2.4	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230

Performance ObjectiveRelevant Core Task

10.2.5	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.2.6	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.2.7	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.2.8	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.3.1	56, 57, 60, 61, 62, 65, 66, 125, 146, 150, 230
10.4.1	55, 56, 57, 61, 62, 65, 66, 125, 145, 146, 150, 170, 175, 230
10.4.2	55, 56, 57, 61, 62, 65, 66, 125, 145, 146, 150, 170, 175, 230
10.4.3	55, 56, 57, 61, 62, 65, 66, 125, 145, 146, 150, 170, 175, 230
10.4.4	55, 56, 57, 61, 62, 65, 66, 125, 145, 146, 150, 170, 175, 230
10.5.1	55, 61, 65, 66, 145, 146, 170, 175
11.1.1	39, 40, 48, 67, 68
11.1.2	39, 40, 48, 67, 68
11.2.1	67, 68
11.2.2	67, 68
11.2.3	67, 68
11.2.4	67, 68
11.3.1	70, 71, 73, 74
11.4.1	53, 67, 68, 70, 71, 73, 74, 108, 109, 112, 113, 119, 154, 171, 172, 173, 176, 182
11.4.2	67, 68, 70, 71, 73, 74, 108, 109, 154, 171, 172, 173, 176, 182

Performance ObjectiveRelevant Core Task

11.4.3	67, 68, 70, 71, 73, 74, 78, 79, 80, 108, 109, 154, 171, 172, 173, 176, 182
11.5.1	53, 78, 79, 80, 108, 109, 112, 113, 119, 154, 171, 172, 173, 176, 182
11.5.2	53, 78, 79, 80, 108, 109, 112, 113, 119, 154, 171, 172, 173, 176, 182
12.1.1	94, 96, 104, 190
12.1.2	94, 96, 104, 190
12.1.3	94, 96, 104, 190
12.1.4	94, 96, 104, 190
12.1.5	94, 96, 104, 190
12.1.6	94, 96, 104, 190
12.1.7	94, 96, 104, 190
12.1.8	94, 96, 104, 190
12.1.9	94, 96, 104, 139, 140, 190
12.1.10	94, 96, 104, 139, 140, 190
12.1.11	94, 96, 104, 139, 140, 190
12.2.1	95
12.2.2	53, 101, 102, 105, 107, 111, 112, 119, 154, 171, 172, 173, 176, 182
12.2.3	53, 101, 102, 105, 107, 111, 112, 119, 154, 171, 172, 173, 176, 182
12.2.4	53, 101, 102, 105, 107, 111, 112, 119, 154, 171, 172, 173, 176, 182
13.1.1	53, 108, 109, 112, 113, 114, 119, 128, 129, 130, 131, 154, 171, 172, 173, 176, 182
13.1.2	53, 108, 109, 112, 113, 114, 119, 126, 127, 136, 154, 171, 172, 173, 176, 182, 190

Performance ObjectiveRelevant Core Task

13.1.3	53, 108, 109, 112, 113, 114, 119, 128, 129, 130, 131, 154, 171, 172, 173, 176, 182
13.1.4	53, 108, 109, 112, 113, 114, 119, 128, 129, 130, 131, 154, 171, 172, 173, 176, 182
13.1.5	53, 108, 109, 112, 113, 114, 119, 128, 129, 130, 131, 154, 171, 172, 173, 176, 182
13.1.6	53, 108, 109, 112, 113, 114, 119, 128, 129, 130, 131, 154, 171, 172, 173, 176, 182
13.2.1	95, 128, 129, 130, 131
13.2.2	95, 128, 129, 130, 131
13.2.3	95, 128, 129, 130, 131
13.3.1	53, 108, 109, 112, 113, 115, 116, 117, 118, 119, 152, 153, 154, 155, 161, 164, 171, 172, 173, 176, 182
14.1.1	70, 71, 73, 74, 94, 96, 104, 115, 116, 117, 118, 126, 136, 190
14.1.2	70, 71, 73, 74, 94, 96, 104, 115, 116, 117, 118, 126, 136, 190
14.1.3	70, 71, 73, 74, 94, 96, 104, 115, 116, 117, 118, 126, 136, 190
14.1.4	94, 96, 104, 115, 116, 117, 118, 126, 136, 190
14.1.5	115, 116, 117, 118, 126
14.1.6	115, 116, 117, 118, 126
14.1.7	115, 116, 117, 118, 126
14.1.8	115, 116, 117, 118, 126
14.1.9	115, 116, 117, 118, 126
14.1.10	86, 115, 116, 117, 118, 126, 167
14.1.11	86, 115, 116, 117, 118, 126, 167

Performance ObjectiveRelevant Core Task

14.2.1	53, 60, 70, 71, 73, 74, 78, 79, 80, 86, 94, 96, 104, 112, 119, 120, 121, 123, 124, 125, 132, 133, 134, 135, 136, 150, 154, 163, 167, 190
14.2.2	53, 60, 70, 71, 73, 74, 78, 79, 80, 86, 94, 96, 104, 112, 119, 120, 121, 123, 124, 125, 132, 133, 134, 135, 136, 150, 154, 163, 167, 190
14.2.3	53, 60, 70, 71, 73, 74, 78, 79, 80, 86, 94, 96, 104, 112, 119, 120, 121, 123, 124, 125, 132, 133, 134, 135, 136, 150, 154, 163, 167, 190
14.3.1	94, 96, 104, 132, 133, 134, 135, 136, 190
14.3.2	94, 96, 104, 132, 133, 134, 135, 136, 139, 140, 190
14.3.3	94, 96, 104, 132, 133, 134, 135, 136, 190,
14.3.4	94, 96, 104, 132, 133, 134, 135, 136, 190
15.1.1	53, 108, 109, 112, 113, 119, 154, 171, 172, 173, 176, 182, 224, 225, 226
15.2.1	53, 108, 109, 112, 113, 119, 154, 171, 172, 173, 176, 182, 224, 225, 226
15.2.2	53, 108, 109, 112, 113, 119, 154, 171, 172, 173, 176, 182, 224, 225, 226
16.1.1	53, 94, 95, 96, 101, 102, 104, 105, 107, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 154
16.1.2	53, 94, 95, 96, 101, 102, 104, 105, 107, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 154
16.1.3	53, 94, 95, 96, 101, 102, 104, 105, 107, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 154
17.1.1	127, 136, 189, 190, 231
17.2.1	127, 136, 189, 190, 231

8. LIST OF CORE TASKS FOR PROBATION OFFICERS

The following list is provided for the convenience of the training provider. This list presents the tasks and responsibilities that were identified as necessary and important for POs to perform their job. The list is taken from the Job Analysis Questionnaire used in the job analysis phase of the Standards Project. The original item number is included in the list. (The numbers are not sequential because not every task in the questionnaire was identified as a core task.) This list may be of assistance in reading the Performance Objectives by Task Index. The numbers used to identify tasks in the index are the same numbers used in the list provided here. Due to space limitations, the tasks were not written out in their entirety in the index. This list provides the task or responsibility written out in full detail.

Probation Officer Core Tasks

1. Review police report of charges against a juvenile who has been cited or taken into custody.
2. Discuss circumstances of the charges against juvenile with arresting officer.
10. Decide whether to hold in appropriate facility or release juvenile (300, 601, or 602).
18. Check Juvenile Hall log and/or talk with Juvenile Hall staff to determine juvenile's attitude, conduct, and condition.
19. Check probation files for details of any prior contact a juvenile has had with Probation Department.
20. Advise juvenile status offender (601) or law violator (602) of his/her constitutional rights or Miranda warnings, and ensure juvenile understands rights.
22. Interview juvenile to obtain background information and information about the offense; record this information for the file.
23. Interview parent or other adult associated with juvenile to obtain background information and information about the offense; record this information for the file.
24. Advise minor and parents of right to counsel and process of obtaining a public defender or private attorney.
26. Check juvenile's prior arrest record and/or police contacts.
27. Decide whether to (1) close the case; (2) release the juvenile on promise to appear in court; (3) handle informally; or (4) detain.
31. Inform juvenile and parent of date of detention hearing.
34. At detention hearing, present recommendation to detain or release juvenile and recommendation as to how the case should be handled.
36. Prepare necessary paperwork for District Attorney to use in filing Juvenile Court petition in law violation cases.
37. Conduct intake interview with adult who has pled or been found guilty of an offense.
38. Determine filing deadlines and court appearance deadlines.
39. Review District Attorney's file, court referrals, police report, plea or jury verdict, and/or any other paperwork pertaining to the current offense.
40. Review CII rap sheet, FBI rap sheet, Department of Motor Vehicles printout, probation file, and/or other records pertaining to prior criminal record.

41. Interview juvenile/adult and co-defendants to get their description of the offense and background information.
42. Interview members of juvenile's/adult's immediate family, relatives, neighbors, employers, school officials, character references, and others about the social, educational, and work history and adjustment of the juvenile/adult.
43. Interview witnesses and/or victims to get their descriptions of the offense.
44. Obtain juvenile/adult or parent release for medical, psychiatric, or other information.
45. Write for verification of employment, education, and/or other pertinent background information.
46. Interview persons in the criminal justice system (such as arresting officer, District Attorney, defense attorney) to get their descriptions of the offense.
47. Contact law enforcement agencies in other jurisdictions to uncover any previous trouble and/or to learn the disposition of prior arrests.
48. Contact treatment programs, other probation officers, or parole officers to obtain information on their experience with the juvenile/adult.
49. At the request of other jurisdictions, conduct courtesy investigations (interviews or record checks) of individuals currently or formerly living in the county.
50. Contact victim(s) and notify them of their right to appear in court.
53. Evaluate the seriousness of a violation of probation and decide whether to file charges.
55. Compute credit for time served, good time, and work time, for judge at sentencing.
56. Read Penal Code and review sentencing manual to determine aggravating and mitigating circumstances of the crime.
57. After information has been gathered (in investigation section), decide which facts of the case represent aggravating or mitigating circumstances of the crime.
60. After information has been gathered, decide whether to recommend removal of juvenile or adult (for example, adult child abuser) from home.
61. After information has been gathered, decide on recommendation regarding sentence and/or terms and conditions of probation.

62. Request that defense attorney waive time on sentencing to give probation department more time to investigate and submit report.
65. Determine recommended placement (for example, own home, Department of Corrections, jail; this task does not include treatment programs or other referral sources; see "Making Referrals" section).
66. Contact placement facility, describe the case, and get their agreement to take the juvenile/adult.
67. Contact probationer about to be released from custody to set up initial interview appointment.
68. Review probationer's file to become familiar with the nature of the offense, prior record, and individual's social, educational, and employment history.
70. Review terms and conditions of probation with probationer and family.
71. Interview new probationer to assess his/her needs.
73. Interpret psychological, psychiatric, achievement, intelligence, aptitude, or interest test data for probationer or for inclusion in court report, or other agencies.
74. Interview new probationer to assess the risk she/he poses to the community.
78. Decide on the frequency of contact needed during supervision, on the basis of the risk involved, and the needs of the probationer.
79. Consult with outside agencies to which the probationer has previously been referred to get their input (for example, for development of a treatment plan).
80. Set goals for treatment or probationer's conduct under supervision (develop a treatment plan, for example).
86. Where case involves a non-resident individual, verify residence, and complete paperwork requesting transfer of the case to county of residence.
87. Contact victim(s) and ask them to detail their losses and estimate the dollar value of the loss.
88. Evaluate restitution claims submitted by victim(s).
89. Challenge victim(s)' claims for restitution which seem unjustified.
90. Determine recommendation on the amount of restitution due the victim(s).

91. Interview probationer/client and/or family to determine ability to pay restitutions, fines, and other payments.
93. Set up a payment schedule of fines, restitution, and other payments.
94. Interview probationer to determine progress toward treatment goals and compliance with terms and conditions of probation.
95. Interview parents, relatives, school officials, employers, and/or others in probation officer's office or over the phone to check on probationer's conduct and compliance with terms and conditions of probation.
96. Visit the home, neighborhood, school, and/or work place of probation/client to check on the individual's conduct and compliance with terms and conditions of probation or wardship.
101. Review report forms submitted by probationers (or other regular written report from probationer) to check place of residence, employment, probationary payments (fines, restitution, or support), and arrests in the preceding month.
102. Review department reports to monitor payment of fines, restitution, or other payments by the probationer.
104. Check for physical signs of drug abuse by probationer/client (as ordered by the court or as part of regular monitoring).
105. Get progress reports (orally or in writing) from referral sources (treatment, educational, employment, or training programs) working with a probationer/client (as ordered by the court or as part of regular monitoring).
107. Call or correspond with staff and/or administrators of placement agencies about the behavior of probationer/client.
108. Evaluate extent to which probationer is making satisfactory progress toward goals and is complying with conditions of probation.
109. Determine whether to increase or decrease the frequency of contact and/or to recommend revocation, modification, or termination of probation.
111. Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation or new offenses by probationers.
112. Arrest probationers who violate the law or conditions of probation.
113. Request warrant from court on missing probationer.
114. File petition or request that petition be filed to initiate court process when probationer violates terms of probation or commits a new offense.

115. Review request for permission to leave county or state temporarily and decide whether to approve or deny request.
116. Review request for permission to leave county permanently (change of residence to another county or state) and decide whether to approve or deny request.
117. Initiate procedures to recommend transfer of case to appropriate court in new jurisdiction.
118. Initiate procedures to request Interstate Compact Supervision for probationers wishing to leave the state permanently.
119. Refer probationer/client for professional evaluation (for example, medical, psychological, alcohol or drug evaluation) as requested by the court.
120. Identify treatment, educational, employment, or other program (for example, alcohol, drug, or counseling treatment program) which will meet the needs of a probationer/client, his/her family, or others.
121. Contact treatment, educational, training, or employment program, or other community agency, describe probationer's/client's needs, and obtain their commitment to work with the probationer/client.
123. Refer probationer/client to appropriate program or agency.
124. Refer members of probationer's/client's family, victim(s), or others to counseling and/or other appropriate program or agency.
125. Follow up to verify that probationer or other individual received service and to evaluate success of referral.
126. Respond to questions from probationer/client in person or over the telephone.
127. Respond to calls and/or correspondence requesting information about probationer/client or from individuals who want to discuss the probationer/client.
128. Inform police department of law violations by probationer/client.
129. Give police department information which may help them investigate a case.
130. Notify other agencies (for example, Welfare) of information in which they may have an interest (for example, change of placement).
131. Notify anyone who is the specific object of threats by a probationer/client.
132. Do individual counseling regarding personal problems with probationer/client, members of probationer's/client's family, or others.

133. Assist probationers/clients or other individuals experiencing personal crises.
134. Discuss probationer's/client's financial circumstances and assist with budgeting and/or help probationer/client obtain financial assistance (for example, welfare, loans).
135. Do vocational or job counseling with probationer/client.
136. Do family counseling.
139. Verbally intervene in potentially violent interpersonal situations.
140. Physically restrain physically acting-out probationer or other individual.
141. Report giving recommendation to detain or release juvenile and rationale for recommendation.
146. Pre-sentence or pre-plea report to Superior Court.
147. Disposition report to Juvenile Court.
150. Supplemental report on results of professional evaluation (for example, psychiatric, medical) and any additional recommendations based on that evaluation.
152. Supplemental report updating the court on progress of probationer or ward of the court (for example, annual review or progress report).
153. Report for supplemental action (for example, revocation, modification, or termination of probation).
154. Violation of probation report.
155. Memorandum to the court.
157. Fill out probation department forms or other forms.
158. Write or dictate internal memos.
159. Write or dictate correspondence.
160. Take notes for own use.
161. Write case notes in probation file or keep chronological reports about probationer/client.
162. Make log entries.
163. Write or dictate case/treatment plan.
164. Write or dictate case review (summary of case progress).

167. "Pull" files and gather paperwork to be forwarded to others.
168. Gather data for statistical reports (for example, caseload count and make-up).
169. File paperwork in own desk, file drawer, or filing cabinet.
170. Proofread and/or edit reports that have been typed.
171. Review case file prior to appearing in court at case hearing.
172. Appear in court and answer questions about case.
173. Testify at hearing or in court as a witness.
175. Recognize and notify supervisors and/or court of improper recommendations and offer alternative recommendation.
176. Conduct special projects, studies, and investigations ordered by the court.
182. Gather information and update the court orally on status of a probation case.
189. Respond to general questions from citizens -- in person, over the telephone, or in writing.
190. At the request of parents or others, speak with juveniles about their concerns or problems.
192. Visit placement facilities to learn about and evaluate the care and/or treatment they provide.
196. Contact Welfare Department, schools, law enforcement and other agencies to develop or maintain continuing working relationship.
224. Transport individuals (for example, from detention site to court, hospitals, airports, referral programs).
225. Travel other than transporting individuals.
226. Arrange for transportation of individuals (for example, from detention site to court, hospitals, airports, referral programs).
227. Consult or share information with co-workers (for example, to discuss recommended dispositions, treatment plans, appropriate referrals).
228. Consult or share information with supervisor (for example, to discuss recommended dispositions, treatment plans, appropriate referrals).
230. Keep informed on case law and sentencing precedents.
231. Keep informed of departmental policies and procedures.

- 235. Read internal memos, correspondence.
- 236. Attend meetings of Probation Department staff.
- 237. Attend training courses or seminars offered by the department or outside the department.

PROBATION OFFICER

SKILL MAP/CORE TASK LINKAGES

Skill Map #	Core Tasks
1.1	1, 2.
1.2	10
2.3	27
2.4	31
2.5	34
2.6	36, 141
2.11	18
2.12	19
2.13	26
2.21	20, 22
2.22	23, 24
3.1	38
3.21	37, 44, 49
3.22	41
3.23	42, 44
3.24	42, 43, 46, 47, 48
3.25	43, 50
3.31	40, 45
3.32	39
3.33	39
3.34	39
3.35	39
3.36	39
3.37	39
3.38	39
3.39	39
3.40	48
3.41	40
3.42	40
4.2	60, 61, 62, 65, 66, 147
4.11	55, 56, 57
4.12	61, 146
5.1	67, 68
5.2	70, 71, 73, 74
5.3	78, 79, 80, 163
5.4	86
6.0	87, 88, 89, 90, 91, 93

Skill Map**Core Tasks**

7.1	94, 96, 104
7.2	95
7.3	157, 158, 159, 160, 161, 162, 167, 168, 169, 170, 235
7.4	101, 102, 105, 107, 111
7.51	53, 108, 109
7.52	53, 112, 113, 114, 153, 154, 155
7.53	115, 116, 117, 118
7.54	150, 152, 153, 154, 157, 163, 164
8.1	119
8.2	120, 121, 123
8.3	124
8.4	125
8.5	125
9.2	128, 129, 130
9.4	139, 140
9.11	126
9.12	132, 133, 134, 135
9.32	136, 190
10.0	171, 172, 173, 175, 176, 182
11.1	192, 193
11.2	196
12.1	189
12.2	224, 226
12.3	225
12.4	227, 228